DOCUMENT RESUME

ED 420 141 EC 306 482

TITLE	CEC Today, 1994-1998.
INSTITUTION	Council for Exceptional Children, Reston, VA.
PUB DATE	1994-00-00
NOTE	655p.; Published 12 times the first year, 10 times in years two and three, and 8 times in year 4.
AVAILABLE FROM	The Council for Exceptional Children, 1920 Association Drive, Reston, VA 20191-1589; telephone: 703-620-3660; TTY: 703-264-9446; fax: 703-264-9494; e-mail: lyndav@cec.sped.org
PUB TYPE	Collected Works - Serials (022)
JOURNAL CIT	CEC Today;
EDRS PRICE	MF03/PC27 Plus Postage.
DESCRIPTORS	*Disabilities; Elementary Secondary Education; *Gifted; National Organizations; Newsletters; Special Education Teachers
IDENTIFIERS	*Council for Exceptional Children

ABSTRACT

This document consists of the first 40 issues of a newsletter published "exclusively for members of the Council for Exceptional Children" (CEC). Issues typically include items such as: a message from the executive director, a legislative update, meeting announcements, suggestions to regular and student chapters of the organization, information about activities of each of the organization's 17 divisions, information from the Canadian branch of CEC, convention highlights, suggestions for parents, examples of advocacy activities, and publications and other resources, opportunities for professional advancement, member benefits, and the viewpoints of individual educators. Among the many topics addressed in these issues are: inclusive schools; school discipline; safe schools and violence in the schools; behavior management; gifted education; professional policies; transition planning; federal legislation; preparing students for adult life; stress management; technological advancements; special education and assessment; cooperative teaching; cultural competency; certification standards; charter schools; teacher professionalism; career advancement; Internet resources; second language learning; mediation and dispute resolution; identification of gifted students; reauthorization of the IDEA legislation; diversity and multicultural education; professional liability insurance; CEC professional standards; intervention strategies for students with ADHD; and medically fragile students. (DB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 420 141

CEC Today

Newsletter Exclusively for Members of the Council for Exceptional Children (CEC)

Vol. 1, Numbers 1-12 April 1994 - May 1995
Vol. 2, Numbers 1-10 June/July 1995 - June 1996
Vol. 3, Numbers 1-10 July 1996 - June 1997
Vol. 4, Numbers 1-8, July 1997 - April/May 1998

[illegible]

J. Greer

[illegible]

1

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

● Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

EC 306 482

CEC Today

April 1994 • The Council for Exceptional Children • 1920 Association Drive • Reston, VA 22091-1589 • 703/620-3660

CEC Launches National Coalition

Identifying Successful Practice

CEC has launched an intensive effort with 10 other associations to provide information to educators regarding the essentials of planning and implementation of successful instructional practices for students with disabilities.

How can American and Canadian schools support and challenge all students in the context of educational reform? On March 10-13, 1994, at a Working Forum at the Radisson Park Terrace Hotel and at the National Education Association in Washington, D.C., teams from selected school districts throughout the United States and Canada convened in Washington, D.C., to contribute to the development of a set of principles of good practice. They described how they have successfully supported and included many students with disabilities in regular schools and classrooms.

Each team brought at least six team members representing the building principal, general education teacher, special education teacher, special education director/coordinator, parent, and classroom aide/assistant, along with school board personnel and/or a higher education representative.

Active in the effort are The American Association of School Administrators (AASA), National Education Association (NEA), American Federation of Teachers (AFT), National

Continued on Page 14

See Inside for...

Exciting Free Resources!
Page 10, 11

CEC's Top Ten Publications
Page 9

What's Happening In Your State
Page 6

EC 306482

EXECUTIVE DIRECTOR'S VIEWPOINT

George E. Ayers
CEC's Executive Director

This letter was sent to U.S. News and World Report

As the leading professional organization dedicated to improving educational outcomes for students with exceptionalities, The Council for Exceptional Children strongly objects to Mr. Joe Shapiro's article in U.S. News and World Report on special education.

The article was misleading and contained numerous distortions relative to educating children with disabilities.

Special education is NOT "cheating millions of children out of taxpayer dollars." The facts are that special education has helped millions become productive and taxpaying members of our society. Tremendous strides have been made.

Students with disabilities deserve what our society provides to everyone else—a free and appropriate education.

1. Right to an Education:

All of our children have the right to an education, regardless of ability. Federal and state laws guarantee the right to a free appropriate public education for all students with disabilities across the nation. The Individuals with Disabilities Education Act, P.L. 94-142, the Jacob K. Javits Gifted and Talented Students Education Act, and the Americans with Disabilities Act were written into law.

We **all** have the right to be part of our schools and communities, the right to a free and appropriate education, and the right to physical access and employment regardless of ability or disability.

2. Student Diversity:

Students' needs are different. Access to educational opportunities—an appropriate education—for all of our students, simply does not translate into equal funding per student.

The reality is that some students cost more to educate. The student on the football team costs more than the student who is not on the team. A student taking calculus costs more to educate than the student who is not taking calculus. Should society deny these students their appropriate education? Should we eliminate football or calculus? Should society, as the article intimates, deny children with disabilities the special education services they require in order to learn how to read?

3. Education Reform:

Positive outcomes through educational reform are being demanded today. Measurable successful outcomes are achieved for our sudents with exceptionalities when they are provided with appropriate services. There are costs associated with these outcomes and educational reform requires investment.

Special education helps find solutions for students with disabilities to enable them to be more productive members of our community, and for our gifted students to develop and reach their full potential. Special education is a valued necessity.

The Council for Exceptional Children is dedicated to meeting the needs of **all** students, especially those with disabilities and those with special gifts and talents. Our future is well worth the investment in our children. ◆

Inside

CEC Today is published by The Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091-1589

Telephone: 703/620-3660

CEC Launches National Coalition 1
Executive Director's Viewpoint 2
Response to U.S. News and World Report Article
About This Newsletter 3
Advocacy in Action 4,5
Local Look 6
Student CEC 7

Introducing Prototype CEC Newsletter

Welcome to **CEC Today**. This convention newsletter is the prototype for a new, monthly newsletter for members. This newsletter was included in the 1993-96 CEC Strategic Plan as a way of increasing and enhancing communication with members. Thus, it is **your** newsletter, and we would love to have your input, beginning with the name (should it stay or should it go?)!

You will note that there are sections for CEC federations, students, divisions, Canadian, and international news. We hope you will see these sections as opportunities for sharing important issues and events with the rest of the membership.

We envision each issue providing timely information related to public policy and advocacy. The newsletter can also provide information about professional development opportunities, publications, the ERIC Clearinghouse on Disabilities and Gifted Education, the National Clearinghouse for Professions in Special Education, and other CEC grants.

Finally, the newsletter can focus on topics of particular interest to the membership.

The purpose of a prototype is to test a product--so please let us know how the newsletter can best meet your needs. What topics or sections would you like to have included?

Your Input, Please!

You can leave your written comments at the CEC Resource Area in the exhibit hall, or at the CEC Membership table in the registration area. Or, write to us after you get home at: "CEC Today" • 1920 Association Dr., Reston, VA 22091-1589. ◆

Share Your Top Time-Saving Classroom Tip!
Name This Paper!
Input Please!
See page 16.

Division Focus 8,9
Parents and Paraprofessionals 10
Focus on Diversity 11
International: Canadian CEC Action 12
Technology: ERIC 13
Recruitment/Retention 13
Professions Clearinghouse
Standards 15

CEC President:
Suana Wessendorf

Executive Director:
George E. Ayers

Publishing Team:
Cindy Savar, Jacki Bootel, Carolyn Boyle, Jane Burnette, Grace Durán, Jeanne Glover, Bernadette Knoblauch, Cathy Mack, Nancy Safer

CEC Headquarters Briefs

The 1993-96 CEC Strategic Plan *continues to guide staff efforts. Excellent progress is being made in all areas. CEC units around the country and in Canada are linking their activities to the five major areas:* ***Reputation. Growth. Policy. Advancement. Climate.***

Professional Development *has added new regional events for members in: Inclusive Schools, Attention Deficit Disorder, School-to-Work Transition, Gifted Education, and Multicultural Education. Find the catalog with new offerings in your convention kit.*

Publications *has more than 20 new products in the Spring catalog. Look for: Special Issue of EC: Issues in the Education of Children with Attention Deficit Disorder •page 5; Self-Study Guide to the Development of Educational Outcomes and Indicators•page 7; CEC Standards•page 9 of the catalog.*

Special Educators: The Best Resource for Recruiting New Special Education Teachers

The National Clearinghouse for Professions in Special Education is expanding the Speakers Bureau project to other states. Training materials will be available in Fall 1994! We welcome inquiries about setting up a Speakers Bureau in your state. ***See page 13.***

Contact: *Professions Clearinghouse • The Council for Exceptional Children • 1920 Association Drive • Reston, VA 22091-1589*
703/264-9476 • TDD 703/264-9480

Advocacy in Action

Welcome to the first issue of **CEC Today!** The Department of Public Policy (DPP) is excited about the opportunity to bring you more up-to-date policy information than ever before! Since this newsletter is for you, our members, DPP wants to know what kinds of things you'd like to read about that are related to public policy issues.

Please send your questions or comments to Jacki Bootel at CEC Headquarters, or call her at 703/264-9410.

Legislative Update

"Discriminatory health care practices must be stopped!," CEC's president insists

President Suana Wessendorf told a House Subcommittee last month that any health care reform legislation passed by the Congress must include a variety of basic requirements that don't exist in the current health care system. "Health care reform must eliminate inherently discriminatory practices of lifetime limits in mental health services," Wessendorf stated, "as well as eliminate pre-existing condition clauses, which are often used to deny coverage to persons with mental illnesses."

The February 22 hearing held by the House's Labor-Management Relations Subcommittee of the House Education and Labor Committee, focused on children with emotional and behavioral disorders, and the extent to which the various health care reform plans address the needs of this population.

Wessendorf stressed that children and adolescents with emotional and behavioral disorders have unique educational and health care needs that can be best addressed by establishing school-based systems of care that emphasize provision of individualized services. If several community-based service agencies join together to provide these services, Wessendorf added, these students' educational outcomes will ultimately improve.

FY 1995 Budget Request

The President has requested $26.1 billion for the Department of Education, an increase of 7% over the FY 1994 level. For special education programs, a total of $3,295.2 million in FY 1995 -- a 6% increase from the previous year -- has been requested. The House passed its version of the budget resolution on Friday, March 11, without making any major funding changes to education programs; the Senate was expected to follow suit within the next few weeks.

Goals 2000

CEC Stops Unfriendly Amendments

Congressional conferees had planned to meet in the middle of March on Goals 2000: The Educate America Act to iron out the differences between the House and Senate bills. While on the floor, several amendments were proposed to the Senate bill that would have been harmful to children with disabilities.

Through persistent advocacy by CEC members and other disability groups, unfriendly amendments were severely modified. The disability community has shown once again that when we all work together we can make a significant difference for students with exceptionalities!

Get Involved!

If you'd like to know how to get involved in the dynamic political action arena, call your federation/provincial Political Action Network (PAN) Coordinator. If you're not sure who your PAN Coordinator is, call the DPP at 703/264-9410.

School-to-Work Legislation

This legislation, to authorize local partnerships between schools and businesses, was expected to be conferenced during March once the Goals 2000 legislation is completed.

The bill specifies that states must describe in their grant applications how they will ensure opportunities for all students -- including those with disabilities -- to participate in any school-to-work program. Be alert for any state plan that does not explicitly include students with disabilities!!

Note: For the Goals 2000 and School-to-Work programs to receive their funding under the FY 1994 appropriations bill, both pieces of legislation must have been signed into law by April 1, 1994. We'll keep you up to date on these bills.

Tech Act

Signed Into Law

On March 9, President Clinton signed a conference version of the bill reauthorizing the Technology Related Assistance for Individuals with Disabilities Act of 1988.

The "Tech Act" is intended to increase the availability of, funding for, access to, and provision of assistive technology devices and services to individuals with disabilities. Fifty million for FY 1994 and such sums as necessary for FY 1995 through FY 1998 are authorized. The conference bill authorizes grants from $500,000 to $1.5 million to States to support increased access to assistive technology.

ESEA Bill

CEC Opposes Balanced Budget Amendment

The House has delayed consideration of the Elementary and Secondary Education Act, turning its attention to the Balanced Budget Amendment.

CEC opposes this amendment because it will cut funding for domestic discretionary programs, including education. The Senate began hearings on the ESEA in March, and expects to mark up its bill by mid-May.

IDEA Reauthorization Hearing

On March 10, the House Subcommittee on Select Education and Civil Rights held the first of several hearings on reauthorization of the Individuals with Disabilities Education Act (IDEA).

Note: CEC has produced and disseminated "Issues in the Implementation of IDEA," to facilitate a national dialogue during IDEA reauthorization deliberations; a dialogue encouraging parents, professionals, and other advocates to speak with one voice on legislative recommendations to the Congress. Contact DPP: 703/264-9410.

Health Care Bill

The House's Health Subcommittee, which falls under the Ways and Means Committee, has begun marking up a version of health care legislation that was introduced by Representative Fortney "Pete" Stark (D-CA). Unlike President Clinton's Health Security Act, Stark's version does not include basic CEC requirements that address the needs of children and youth with disabilities.

Rehab. Act Regulations

Final regulations implementing several technical amendments to the Rehabilitation Act of 1973 were published in February. The changes include terminology and definition revisions, adjustments to application requirements, project priorities, administrative cost limitations, and a requirement that all related programs and projects must report outreach efforts that identify and serve individuals with disabilities who are from diverse backgrounds. Call B. Stafford at OSERS, 202/205-9331.

Clip and Save!

Commonly Used Abbreviations

ADD	Attention Deficit Disorder
ED	U.S. Department of Education
EHA	Education of the Handicapped Act (now known as the Individuals with Disabilities Education Act or IDEA)
FAPE	Free Appropriate Public Education
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Program
LEA	Local Education Agency
LD	Learning Disability
LRE	Least Restrictive Environment
OCR	Office for Civil Rights, U.S. Department of Education
OSEP	Office of Special Education Programs, U.S. Department of Education
OSERS	Office of Special Education and Rehabilitative Services, U.S. Department of Education
OT	Occupational Therapy
PT	Physical Therapy
SEA	State Education Agency
SED	Seriously Emotionally Disturbed
Section 504	Section 504 of the Rehabilitation Act of 1973

Local Look

Local Look will include information about events, issues, and legislation in your state as well as CEC Federation activities. Your input is welcome!

Arkansas

June 10-11, 1994
CEC Institute, Gifted Education and School Reform: Making the Connection. Region 1: Little Rock, AR. Call for Preregistration Rates 800/224-6830.

California

August 4, 1994
ADD Workshop, Hanalei, San Diego, CA. Call 800/224-6830.

August 4-6, 1994
Institute on Inclusive Schools, Hanalei, San Diego, CA. Call 800/224-6830.

Florida

June 12, 1994
ADD Workshop, Buena Vista Palace, Orlando, FL. Call 800/224-6830.

June 12-14, 1994
Institute on Inclusive Schools, Buena Vista Palace, Orlando, FL. Call 800/224-6830.

Minnesota

June 24-25, 1994
CEC Institute, Gifted Education and School Reform: Making the Connection. Region 2: Minneapolis, MN. Call for Preregistration Rates 800/224-6830.

August 4-6, 1994
LCCE Regional Training, Minneapolis Hilton & Tower, Minneapolis, MN. Call 800/500-5223.

Montana

May 4-6, 1994
Montana Federation Conference, "East Meets West II: CEC Conference on disAbilities," Holiday Inn Parkside, Missoula, MT. Contact: Gerry Baertson, 406/243-4603. Member: $95 for workshops and conference.

Texas

June 23-25, 1994
LCCE Regional Training, Guest Quarters, Houston, TX. Call 800/500-5223.

Virginia

July 7-9, 1994
LCCE Regional Training, CEC Headquarters, Reston, VA. Call 800/500-5223.

Washington, D.C.

July 20-22, 1994
Research Project Directors' Conference (ERIC/OSEP Special Project is host.) ANA Hotel, Washington, DC. Call D. Lynch 703/264-9482.

What types of statistics would you like to see here? Write to CEC Today • 1920 Association Drive • Reston, VA 22091-1589

Number of Special Educators in Your State

Alabama	4,822
Alaska	815
Arizona	3,609
Arkansas	2,798
California	24,113
Colorado	3,413
Connecticut	4,066
Delaware	936
District of Columbia	780
Florida	12,955
Georgia	7,498
Hawaii	1,159
Idaho	966
Illinois	17,017
Indiana	5,562
Iowa	4,363
Kansas	3,160
Kentucky	4,510
Louisiana	6,385
Maine	1,889
Maryland	6,099
Massachusetts	7,769
Michigan	12,852
Minnesota	6,679
Mississippi	3,484
Missouri	6,490
Montana	994
Nebraska	2,022
Nevada	1,134
New Hampshire	1,703
New Jersey	14,406
New Mexico	2,843
New York	28,302
North Carolina	6,391
North Dakota	842
Ohio	11,772
Oklahoma	3,929
Oregon	2,477
Pennsylvania	12,484
Rhode Island	1,297
South Carolina	4,184
South Dakota	870
Tennessee	4,761
Texas	16,133
Utah	1,978
Vermont	851
Virginia	7,298
Washington	4,232
West Virginia	1,885
Wisconsin	6,467
Wyoming	771
American Samoa	44
Guam	146
Puerto Rico	2,649
Northern Marianas	26
Virgin Islands	115
Bureau of Indian Affairs	297

From the 15th Annual Report to Congress U.S. Department of Education

4 Easy Ways to Support Student Members

As highlighted in the Winter 1994 ***TEACHING Exceptional Children*** article, "Teachers Make Great Recruiters . . . ." CEC is extremely active in the recruitment and retention of people into the special education field. Student CEC and you can play an even greater role!

You can help recruit individuals into the field by establishing a strong federation/chapter and student network. Here are some tips for supporting Professional/Student CEC partnerships:

1. Involve Students in Federation/Chapter Conferences:

- ✔ Invite students to serve on a conference planning committee to help plan sessions for students and first-year teachers.
- ✔ Encourage the Student association to hold a business meeting during the conference to elect and install officers.
- ✔ Recognize an outstanding Student member in conjunction with awards banquets.

2. Include News About Students in Your Newsletter:

- ✔ Invite the Student association president to submit a regular column.
- ✔ Feature news about Student chapter activities.
- ✔ Recognize a CEC advisor and their chapter to show appreciation for advisors.

3. Develop a Mentor Program for Student Members:

- ✔ Pair federation/chapter officers with Student association counterparts during their term of office.
- ✔ Serve as a mentor for the Student officer in the selection of classes, during student teaching, and in job hunting, interviewing, etc.
- ✔ Attend Student chapter and/or association meetings when possible. If appropriate, help Student chapters identify speakers for meetings.
- ✔ Seat the Student association president and/or governor as voting member(s) of the executive committee.

4. Help the Student Association with Financial Support or Assistance:

- ✔ Inform Student chapter officers about possible funding from their college or university through the Student government or Student activities office.
- ✔ Work with Student associations and local Student chapters to place graduating members into regular local chapters.

Utilizing these strategies helps preprofessionals prepare for and meet the demands of the education profession. It also ensures that students stay involved with CEC upon graduation!

Being connected with regular CEC federations/chapters provides graduating students with one more reason for maintaining and expanding their CEC involvement.

For more suggestions, call Karen Vermaire Fox, Coordinator of Student Activities or Jeanne Daniels Glover, Membership Development Coordinator at 1-800-845-6232. ◆

Announcing...

CEC Internship Program For Students!

The Council for Exceptional Children is pleased to announce a new Student Internship Program based at the Headquarters Office in Reston, Virginia.

Internship Opportunities Are Available in:

- Multicultural Concerns
- Public Policy
- Professional Development
- Professional Standards• Publications
- Recruitment and Retention of Personnel
- Research and Information Services
- Student CEC

The Program Is Open To:
Graduate Students, Advanced Undergraduate Students

For more information or application, contact:
Karen Vermaire Fox
703/620-3660

Division Focus

***Division Focus** will be a place for information about CEC Divisions. This first issue provides a brief description of each division listed alphabetically.*

CASE

CCBD

CEC-DR

CEC-PD

CEDS

DCCD

DCDT

DDEL

DEC

DISES

DLD

DPHD

DVH

MRDD

TAG

TAM

TED

CEC's 17 divisions focus on a particular exceptionality or interest area. Each publishes journals, newsletters, books, and monographs; sponsors conferences, workshops, and other professional development events; and organizes Political Action Networks (PANs).

■ **The Council of Administrators of Special Education • CASE** promotes professional leadership and provides special education administrators with opportunities for personal and professional advancement. Members receive **CASE IN POINT**, twice each year, and five issues of the ***CASE Newsletter.***

■ **The Council for Children with Behavioral Disorders • CCBD** is committed to promoting and facilitating the education and general welfare of children and youth with behavioral and emotional disorders. Members receive **Behavioral Disorders** and the ***CCBD Newsletter***, each quarterly, and **Beyond Behavior** magazine three times each year.

■ **The Division for Research • CEC-DR** is devoted to the advancement of research related to the education of individuals with disabilities and/or who are gifted. Members receive **Exceptionality**, quarterly, and CEC-DR's ***Focus on Research*** newsletter three times per year.

■ **The CEC Pioneers Division • CEC-PD** promotes activities and programs to increase awareness of the educational needs of children with disabilities and/or who are gifted, and the services available to them. The division supports CEC's programs and activities at all levels. Members receive the ***Pioneers Press*** newsletter twice yearly. Join CEC-PD if you are a CEC life member, retired life member, retired regular member, or have been a member for 20 years or more.

■ **The Council for Educational Diagnostic Services • CEDS** promotes the highest quality of diagnostic and prescriptive procedures involved in the education of individuals with disabilities and/or who are gifted. Members receive **Diagnostique** and the ***CEDS Communique*** newsletter, each quarterly.

■ **The Division for Children with Communication Disorders • DCCD** is dedicated to improving the education of children with communication delays and disorders and hearing loss. Members receive the **Journal of Childhood Communication Disorders** and the ***DCCD Newsletter***, each twice yearly.

■ **The Division on Career Development and Transition • DCDT** focuses on the career development of individuals with disabilities and/or who are gifted, and their transition from school to adult life. Members receive **Career Development for Exceptional Individuals** and the ***DCDT Network*** newsletter, each twice yearly.

■ **The Division for Culturally and Linguistically Diverse Exceptional Learners • DDEL** is dedicated to advancing and improving educational opportunities for culturally and linguistically diverse learners with disabilities and/or who are gifted, their families, and the professionals who serve them. Members receive a yearly monograph and three issues of the ***DDEL Newsletter***.

■ **The Division for Early Childhood • DEC** serves professionals and others who work with, or on behalf of, children with special needs and their families between birth and age 8. Members receive the **Journal of Early Intervention** and the ***DEC Communicator*** newsletter, each quarterly.

■ **The Division of International Special Education and Services • DISES** focuses on special education programs and services in other countries. DISES activities cut across categorical lines and cover all age groups, from infants through adults. Members receive a yearly monograph and three issues of the ***DISES Newsletter***.

■ **The Division for Learning Disabilities • DLD** promotes improved services, research, and legislation for individuals with learning disabilities. Members receive **Learning Disabilities Research and Practice** quarterly, and the ***DLD Times*** newsletter three times per year.

■ **The Division for Physical and Health Disabilities • DPHD** advocates for quality education for all individuals with physical disabilities, multiple disabilities, and special health care needs served in schools, hospitals, or home settings. Members receive **Physical Disabilities-Education and Related Services** once each year, and the ***DPHD Newsletter*** quarterly.

■ **The Division on Visual Handicaps • DVH** advances the education of children and youth who have visual impairments that impede their educational progress. Members receive the ***DVH Quarterly*** newsletter.

■ **The Division on Mental Retardation and Developmental Disabilities • MRDD** promotes the education and general welfare of individuals with mental retardation, developmental disabilities and intellectual challenges, and those who serve them. Members receive **Education and Training in Mental Retardation and Developmental Disabilities** quarterly, and the ***MRDD Express*** newsletter three times per year.

■ **The Association for the Gifted • TAG** focuses on the delivery of information to both professionals and parents about gifted and talented children and their needs. Members receive the **Journal for the Education of the Gifted** and the ***TAG Update*** newsletter, each quarterly.

■ **The Technology and Media Division • TAM** promotes the availability and effective use of technology and media for individuals with disabilities and/or who are gifted. Members receive the **Journal of Special Education Technology** quarterly, and the ***TAM Newsletter*** five times per year.

■ **The Teacher Education Division • TED** promotes the preparation and continuing professional development of effective professionals in special education and related service fields. Members receive **Teacher Education and Special Education**, quarterly, and the ***TED Newsletter*** three times per year. ◆

PUBLICATIONS

CEC Top Ten

The following are CEC's top income producers. Look for them in CEC's Catalog or call 703/264-9466 today!

1. **Life Centered Career Education package and individual components.** No. P371. Price $980
2. **Issues and Options in Restructuring Schools.** No. S381. 1992. Price $10.
3. **Life Centered Career Education: A Competency Based Approach.** Updated 1993! No. P180F. 1993. CEC Members $19.60 ($28).
4. **Survival Guide for the First-Year Special Education Teacher.** No. P335. 1990. CEC Members $8 ($11.40).
5. **Inclusion Video Package.**
   - **Two Faces of Inclusion: The Concept and the Practice.** No. M5017. 1993. CEC Members $99 ($142).
   - **Facing Inclusion Together.** No. M5019. 1993. CEC Members $99 ($142). Both: M5015 $178 ($255)
6. **LCCE Video Training Package and Components.** No. M5000. 1993. Package Price $975. Individual tapes may be ordered separately for $100 each.
7. **Integrating Transition Planning Into the IEP Process.** No. P386. 1992. Members $11 ($15.70).
8. **Working with Behavioral Disorders.** *Mini-library.* No. P346. 1991. Members $50 ($72).
9. **Tough to Reach, Tough to Teach: Students with Behavior Problems.** No. P387. 1993. Members: $14 ($20).
10. **How to Reach and Teach ADD/ADHD Children.** No. S391. 1993. Members $23.75 ($27.95).

Associate Members Heard Loud and Clear!

The Associate membership category was introduced in 1992 for families and for special education paraprofessionals to utilize CEC resources and amplify involvement in efforts that support exceptional children.

The Council for Exceptional Children recently mailed a survey to all Associate members, soliciting input for future programming endeavors. In response to the survey, three of the most frequently cited topics of concern were inclusion/integration, transition to community life, and collaboration in meeting the needs of the exceptional child. Gifted education and public policy were also very important.

Inclusive Schools

With respect to inclusive schools, there was emphasis on the need for further involvement with general K-12 teachers and greater professional development.

Transition

Transition to community life is a critical area of interest. Resources that will help provide transition guidance to the exceptional children in their lives are especially valuable.

Collaboration

Collaboration! The need for more emphasis on collaborative efforts came through loud and clear; it was stated in many different ways -- collaboration between parents and professionals; teachers and paraprofessionals; parents, teachers and the community; parents, teachers, and businesses; and any and all other combinations of collaborative efforts!

Gifted Education

Also strongly cited by the survey respondents were the unmet needs of the gifted child. Funding for programs that meet the needs of the gifted child is inadequate or nonexistent, and too often gifted children are not regarded as children with special needs.

Public Policy

Survey respondents stated that CEC political action was extremely important to them. They want more information on how they can better advocate for the exceptional children in their lives, and they also want to read articles written by or about other Associate members, telling how they are coping and succeeding.

Four Ways You Can Help:

- **Share CEC Resources with Others.**
- **Join a CEC Division.**
- **Participate in CEC Public Policy Activities.**
- **Communicate! Send Your Ideas to CEC Today!** ◆

RESOURCES

Resources for Parents:

"Public Law 94-142 clearly defines the rights of children with disabilities and their parents. A fundamental provision of the law is the right of parents to participate in the educational decision-making process." *From ERIC Digest #E460.*

The digest responds to these four questions:

1. What are your rights, as a parent, in the special education process?
2. What are your responsibilities, as a parent, in the special education process?
3. As the parent of a child with a disability, what can you offer the IEP process?
4. What resources are available to help you?

Available for $1:

ERIC Clearinghouse on
Disabilities and Gifted
Education • Digest #E460 •
1920 Association Drive •
Reston, VA 22091-1589

FREE RENTAL

Little Beginnings: Starting Your Child on a Lifetime of Learning
18-minute video offered for free rental to parents of children under age 5 through participating public libraries, elementary schools, and PTAs. The video shows "how to" stimulate a child's language development, curiosity, and self-esteem. A free companion brochure is also available to individuals, in English and Spanish, by calling World Book at 1-800-621-8202.

FOCUS ON DIVERSITY

Cultural and linguistic diversity is a growing challenge to the educational community. Various issues are raised when working with this population, and these issues become further complicated when "exceptionalities" are considered. The issues, pertaining to culturally/linguistically diverse "special" populations, must be addressed by linking more closely with the community and pooling our resources.

It takes **"Multiple Voices, Multiple Perspectives"** to meet the needs of these children!

Here is a sample of the many topics you can explore more fully at CEC's Fall symposium.

Did You Know...

Research on best practices indicates that instruction should be provided in the students' first language to build a firm foundation for acquiring a second language. It takes 5 to 7 years for a second language learner to arrive at the level of proficiency to succeed in cognitively demanding environments.

What are your options when resources are not readily available?

Resources

More than 17 million U.S. residents (5 and older) speak Spanish; evidently, the resources are more readily available for Spanish speakers.

Some communities provide instruction in their native language. Community volunteers provide structured lessons in their home language to children in the community (Saturday School). In a perfect world, these resources would be readily available for all regardless of demographics/density.

What resources are available for students who speak "low-incidence" languages in your area?

Testing

Acquiring accurate information on culturally/linguistically diverse children through standardized testing is a challenge. Results should be viewed as gross indicators of culturally diverse students' abilities. In the absence of any other information, test results need to be qualified to consider students' experiences/backgrounds.

Alternative assessment is a hot topic, one which requires further investigation especially as it relates to culturally/linguistically diverse populations.

What measures can you use to more accurately assess your students' strengths?

To explore the answers to these questions and more, mark your calendar now for CEC's upcoming 1994 Symposium on Multicultural Exceptional Learners:

Don't Miss It!

Multiple Voices,
Multiple Perspectives
November 10-12, 1994
San Diego, California
1-800-224-6830

RESOURCES

Free! The ERIC Clearinghouse on Rural Education and Small Schools (ERIC/CRESS) has a series of ready-to-copy articles in English and Spanish for use as filler in newsletters, newspapers, or articles. Topics include:

- ✔ **The Wizards of Odds: Kids Who Overcome Risk** (Los niños superheroes: Triunfando de obstáculos)
- ✔ **Homework: How Parents Can Help** (Las tareas escolares: Como los padres pueden ayudar)
- ✔ **Moral Development in Children** (Ser cariñoso es un proyecto familiar)
- ✔ **Accounting for Prejudice: It Doesn't Add Up** (Justificar el prejuicio: Es que no es justo)
- ✔ **Every Child Needs a Champion** (Cada niño necesita un campeón)

Contact: ERIC/CRESS, Appalachia University, 1031 Quarrier, P.O. Box 1348, Charleston, WV 25325-1348, 304/347-0400, 800/624-9120, FAX 304/347-0487.

For Parents and Teachers

The Parent Advocacy Coalition for Educational Rights (PACER) Center has a video, **Our Children, Our Hopes** • African-American families discuss how race issues and cultural traditions come into play as resources and how services are sought for their children with disabilities. PACER Center, 4826 Chicago Ave. S., Minneapolis, MN 55417, 612/827-2966.

Available Free!

"A Manual on Adolescents and Adults with Fetal Alcohol Syndrome with Special Reference to American Indians" • Write: L. Snyder, FAS Project, Indian Health Service, Headquarters West,
300 San Mateo NE, Suite 500,
Albuquerque, NM 87108
505/262-6112 • FAX 505/262-6228

SPECIAL SERIES

At Denver Convention
Don't Miss
"Creative Structures for the Accommodation of Students in Inclusive Schools"
6 dynamic sessions!

NUMBER OF CANADIAN SPECIAL EDUCATORS*

Alberta	3,918
British Columbia	4,700
Manitoba	1,143
New Brunswick	602
Newfoundland	1,173
Northwest Terr.	227
Nova Scotia	214
Ontario	14,547
Prince Edward Island	120
Quebec	8,000
Saskatchewan	2,296
Yukon	44
Total	**36,984**

* *Teacher, consultants, and administrators involved in special education in Canada*

PARAPROFESSIONALS

Conference for Educational Assistants and Educators Who Work with Them

Fri., Apr. 29-Sat., Apr. 30, 1994

Partners in the Process '94: 2nd Annual Ontario Provincial Conference

Sponsored by the Ontario Provincial Federation of The Council for Exceptional Children and Mohawk College of Applied Arts and Technology, Hamilton, Ontario. Contact: Pat MacDonald, Continuing Education, Applied Arts, Mohawk College, Box 2034, Hamilton, Ontario L8N 3T2

Canadian CEC Action

by Patti Elvers• CCEC President

Excerpted from the Annual Report of The Canadian Council for Exceptional Children • Le Conseil Canadien De L'Enfance Exceptionnelle to The Board of Governors • The Council for Exceptional Children • Denver, CO

Action Plan. An Action Plan for 1993-96 has been developed to outline the goals, objectives, actions, and responsibilities of the association, and to reflect the needs of CEC in Canada at this time. The goals outlined correlate with those of CEC's Strategic Plan.

Funding and Special Projects. Mr. Franklin T. Zolnai's donations, through his annual Charity Pro-Am Classic Golf Tournament, have enabled The CCEC to continue publishing the quarterly "Keeping in Touch" newsletter. He has extended his funding to sponsor four scholarships.

Funding from the federal government (Human Resources Development, Canada) allowed us to pursue the TAPAR project, Transition and Progress for All in Rural Areas. The result will be a publication of a handbook on "Best Transition Practices in Schools Across Canada."

Professional Development. Many high caliber professional development opportunities were held this year, including two National Institutes: **"Ain't Misbehavin"** on motivation and behavioral issues in Winnipeg, Manitoba, in October, 1993, and **The Administrator's Role with Inclusive Schools**, in Ottawa in February 1994. The National Congress - **Challenging Every Child** - will be held November 2-5, 1994, in Calgary, Alberta.

Awards and Scholarships. The CCEC offers six awards to individuals or groups across Canada who have made a major contribution to exceptional children and youth. The 1993 Awards recipients are: **Dr. Barbara S. Brunhuber**, The Sam Rabinovitch Evaluation Research Award • **Dr. Stella Beauregard**, The CCEC Media Award • **The York Region Board of Education**, The A. David Treherne Special Education Policies Award • **The Westman CEC Chapter #148**, The Dr. John McIntosh Chapter Award.

This year, for the first time, The CCEC Outstanding Student Member of the Year Award will be offered. Also, The CCEC Franklin Scholarships will be available to four graduating high school students from across Canada who intend to pursue a career in special education.

Student CEC. Active Student Chapters continue to thrive across Canada. There are now two provincial associations - Ontario and Manitoba. Our Canadian Student Liaison works enthusiastically, encouraging students across Canada to become involved.

Continued on next page

TECHNOLOGY

Everything's Comin' Up ERIC

Q: What is ERIC? ERIC is a bibliographic database with descriptions of more than 750,000 articles and documents! Learn more about schooling, education, and related topics through ERIC, ***The Educational Resources Information Center***.

Two monthly publications, ***Resources in Education (RIE)*** and the ***Current Index to Journals in Education (CIJE)*** found at CEC or your local library list accessible documents.

Q: How do I access these resources? There are four easy ways to access the ERIC database.

1. Microfiche at Your Library! Most major libraries can help you find the document(s) you need. In addition, many libraries and CEC Headquarters house the ERIC microfiche collection. Simply find your document, read it, and/or make a copy!

2. By Mail or by FAX
If your library does not have the ERIC microfiche collection, call the ERIC Document Reproduction Service (EDRS) at 1-800-443-ERIC. A copy of the document you want can be mailed or faxed, for a fee.

3. Access ERIC Electronically on Your Computer
If you have a computer and a modem, you can search ERIC for a fee by signing up with one of the followng online services: BRS, CompuServe, Dialog, GTE, and OCLC.

4. Available on CD-ROM!!!
The ERIC database is also available on compact disc (CD). Most libraries now have computers equipped to handle CDs, and many libraries will help you learn to use this technology.

Q: What is the relationship between ERIC and the CEC? The ERIC Clearinghouse on Disabilities and Gifted Education (ERIC/EC) is one of 16 federally funded clearinghouses, each focusing on a different aspect of the education process. This ERIC/EC is operated by The Council for Exceptional Children. ◆

For More Information:
ERIC Clearinghouse on
Disabilities and Gifted Education •
CEC • 1920 Association Drive •
Reston, VA • 22091-1589
1-800-328-0272

Canadian CEC Action

Continued from previous page

Governmental Relations. The CCEC facilitated a meeting of Directors of Special Education representing ministries from across Canada during the fall Institute. Also, the Governmental Relations committee, in collaboration with Provincial Directors of Special Education, is working on a project regarding children with behavioral disorders and is pursuing funding from the federal government. ◆

RECRUITMENT AND RETENTION

Addressing the Teacher Shortage in Special Education
30,000 Needed for 4.5 million with Disabilities

The National Clearinghouse for Professions in Special Education is expanding its Pilot Speakers Bureau project to promote careers in special education among middle school, high school, and junior college students.

Extensive interviews with high school students revealed that students had little knowledge about careers in special education and that they tended to choose careers based on direct exposure to individuals practicing those careers.

Eight selected special educators and related services professionals from Florida, Michigan, and Virginia made presentations to middle school, high school, and junior college students in the communities of their respective states. Because of the severe shortage of ethnically and culturally diverse professionals in special education, the Speakers targeted their efforts to culturally diverse students.

Each state, through a collaborative effort of the CEC Federation and the state education agency has made plans to extend the Speakers Bureau statewide in 1994 and 1995.

The National Clearinghouse for Professions in Special Education is expanding the project to other states. See brief on page 3 if you would like to participate. ◆

CEC Launches National Coalition

Continued from cover page

Association of Secondary School Principals (NASSP), National Association of State Directors of Special Education (NASDSE), National Association of State Boards of Education (NASBE), National School Boards Association (NSBA), the National Association of Elementary School Principals (NAESP), and the Council of Great City Schools, in addition to CEC.

According to George E. Ayers, CEC's Executive Director, "This is a new effort to pioneer a vision for schools that develops the talent of all children to the highest possible levels. We have called upon educators from across the country to roll up their sleeves for an honest and extensive examination of the issues related to successfully educating many more students with disabilities in the regular classroom."

The initiative has received support from all participating national associations and a grant from the Computer Curriculum Corporation, a division of the Paramount Publishing Education Group that has supported the use of technology in school systems throughout the country for successfully educating children with disabilities.

Improving Education

Working with selected school districts from across the nation, the collaborative initiative plans to:

- identify principles of good practice,
- develop a series of video training vignettes,
- design national forums for dialogues on teacher preparation, and
- create a teachers network for sharing information on successful practices in serving students with disabilities in the regular classroom.

Working Together

"In pursuit of this endeavor, we have worked together these past several months identifying diverse schools and districts throughout the country to study and describe how they have successfully included students with disabilities into their regular classrooms," confirms Jeffrey Schneider, NEA's Senior Policy Analyst and Program Consultant. "We want to know what really works — what types of resources, strategies, and preparation are effective and necessary."

"Integrating students with disabilities in the general classroom requires clear policy direction and the involvement of all affected constituencies in the school community," comments Edward R. Kealy, Director of Federal Programs for NSBA.

Brenda Welburn, NASBE Executive Director, agrees and further emphasized that "everyone in education should be involved in rethinking how we relate learning to instruction, how we fund education, how we run our schools, and how we train our teachers to provide for the learning needs of all students.

AFT's Beth Bader points to the need to meaningfully involve teachers and paraprofessionals in the planning and implementation of a responsive and responsible continuum of special education placements in their schools and districts. "In working to create education systems that value all children we all must be intimately involved in the decision-making process, and we must be prepared to cooperatively address the needs of all children. For teachers and paraprofessionals, appropriate training, help, and resources are fundamental to educating children with disabilities in the context of what's best for all children."

Bruce Hunter, Senior Associate Executive Director, AASA, concurs. "Without question, there is a compelling need for departments of education, school

Participating Schools/School Districts

Moss Elementary School
Metuchen, New Jersey
Goldenview Elementary School
San Ramone School District,
San Ramone, California
Peter Reinburg Elementary School • Chicago, Illinois
Miller Middle School
Marshalltown, Iowa
Lincoln Middle School
Syracuse, New York
Dorseyville Middle School
Fox Chapel Area School District,
Pittsburgh, Pennsylvania
Capital High School
Olympia, Washington
Westerly High School
Westerly, Rhode Island
Bloomington High School
Bloomington, Indiana
The Kilmer Elementary School
Coquitlam School District,
Coquitlam, British Columbia
The Worton Elementary School
Kent County School District,
Maryland
Church Lane Elementary School
Baltimore County Public
Schools, Baltimore, MD

districts, and colleges and universities to provide high quality preservice and inservice training to prepare all educators to work effectively with children with a diverse range of abilities and disabilities. The collaborative initiative is an exciting way to address these issues head-on."

Next Steps

Reflecting on the workshop and next steps, Dr. George Ayers shared with conference participants some of the common themes he had heard during the three days. These included:

- **Professional and parent collaboration** with a focus on teamwork in teaching, planning, and problem-solving in an inclusive setting.
- **Leadership.** There was a sense that if we fail to exercise leadership, we will be left on the sidelines as education moves forward.
- **Partnerships** and the significance of building a community that values the abilities of all students, understands their limitations, and provides opportunities for them to develop a strong sense of self-worth.
- **Funding** and the consensus that additional resources will be needed to adequately respond to the needs of all students with disabilities.
- **Diversity.** The need to recognize diversity and develop strategies sensitive to ethnic and linguistic differences, urban and rural school settings, and elementary, middle, and secondary schools. ◆

STANDARDS

CEC Releases Standards for Professional Practice in Special Education

CEC Standards for Professional Practice in Special Education has just been released!

This codified set of standards and principles was developed to guide professional etiquette, interpersonal behavior, resolution of ethical issues, and evaluation of competent practice.

The set of reproducible materials includes:

- CEC Code of Ethics
- CEC Standards for Professional Practice
- CEC Standards for Preparation of Special Education Personnel
- CEC Common Core of Knowledge and Skills for All Beginning Special Education Teachers
- CEC/NCATE Guidelines for CEC Program Approval of Undergraduate or Basic Programs
- CEC/NCATE Guidelines for CEC Program Approval of Graduate or Advanced Programs
- CEC Standards for Approval of Non-NCATE Programs

No. R5041 • CEC Members: $10 Nonmembers: $14.30 • Call 703/620-3660 x466. ◆

REGIONAL EVENT

NEW !

Inclusive Schools Institute:

Building Partnerships for Diversity

Coming soon to your area!

Orlando, Florida	June 12-14, 1994
San Diego, California	August 4-6, 1994
Philadelphia, Pennsylvania	October 27-29, 1994
Dallas, Texas	February 16-18, 1995

Preregistration Tuition
Member: $189 Nonmember: $229
On-Site Tuition
Member: $228 Nonmember: $278
Materials $35

Call Now! 1-800-224-6830

FREE Tuition for Your 5th Team Member! *Call for details.*

Don't Miss the ADD Workshop!

Your Input Please!

Future Issue Ideas...

Share your top time-saving classroom tip(s) here.....

Share your top time-saving personal tip(s) here.....

Feel free to attach extra pages.

Leave your comments at the CEC Resource Area in the exhibit hall or at the CEC Membership table in the registration area. Or, send this to us after you get home:

"CEC Today"
1920 Association Drive
Reston, VA 22091-1589

---

1. "CEC Today" Name

☐ Keep the name ☐ Here's my suggestion ________________

2. "CEC Today" Format

I prefer the following size:

☐ Like this issue (8-1/2 x 11) ☐ Tabloid size (11 x 17), because:

3. Which articles/sections did you like best? Why?

4. In future issues, I would like to see more about....

5. Additional Comments?

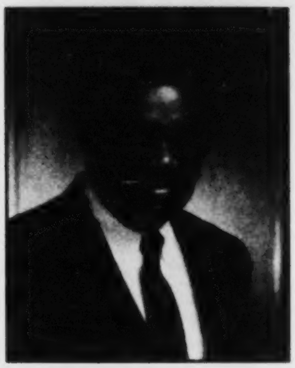
The following best describes my primary professional activity:

- ☐ Administrator
- ☐ Special Educator/General Educator
- ☐ Higher Education
- ☐ Paraprofessional
- ☐ Parent
- ☐ Student
- ☐ Related Services
- ☐ Other____________

Optional: ____
Name Address Phone (w)

Thank you!

EXECUTIVE DIRECTOR'S VIEWPOINT



George E. Ayers
CEC's Executive Director

Membership is growing. Publication sales are expanding. Convention and workshop attendance and exhibitor participation are at a 4-year high. Definitive evidence that our community is coming together, mobilizing forces, and forging new alliances to improve the education and opportunities for the children we serve.

And not a moment too soon. In this time of unprecedented challenge and promise in education, your voice and your action are critical to the future of special education services.

On April 12, your voice was heard at the White House--along with approximately 50 other CEOs of major U.S. nonprofit agencies, I met with the President and First Lady. At the meeting, I shared information about CEC with President Clinton and Hillary Rodham Clinton and discussed how they might help us advance our mission.

With your action, we can achieve lasting substantial success in education and assure that students with exceptionalities are served.

We must continue to work together in four key areas: Image, Public Policy, Partnerships, and Professional Development. In the next few months, I will elaborate further. This issue begins with:

Image

Convention sessions, keynote speeches, and organizational events echoed the vital necessity to amplify our successes and enhance the image of our field by communicating with colleagues, parents, and the community.

There are three areas in which your action is needed:

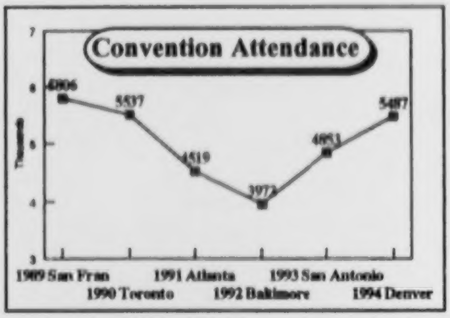
■ **Share Successful Outcomes, Commitment, and Action**
We must increase the degree to which we share with the public our results in building an educational environment for all students. Let the world see our commitment and action in developing learning environments that reach out to all children.

■ **Deliver Solutions to Funding and Resources**
We must show the community how special education services deliver solutions and how imaginative we are in using limited resources to help children acquire the necessary education for thriving in a complex society.

■ **On-Going Communication**
Finally, we all must play a role in developing constant, consistent information dissemination mechanisms to enlighten the public about our efforts. We have access to a great deal of information that substantiates what we are doing in responding to the educational needs of exceptional children. Use this information to communicate with the people who are both our critics and our potential supporters.

CEC Today and the other CEC journals and publications are tools we can all share with colleagues and parents. Make copies. Disseminate pertinent sections. Use this communications vehicle to link with others in your community who have contact with students with exceptionalities.

By sharing information and supporting each other, we expand our power to affect students' lives. ◆



Inside

CEC Today is published by
The Council for Exceptional
Children, 1920 Association
Drive, Reston, VA 22091-1589
Telephone: 703/620-3660

May 1994 • Vol. 1, No. 2

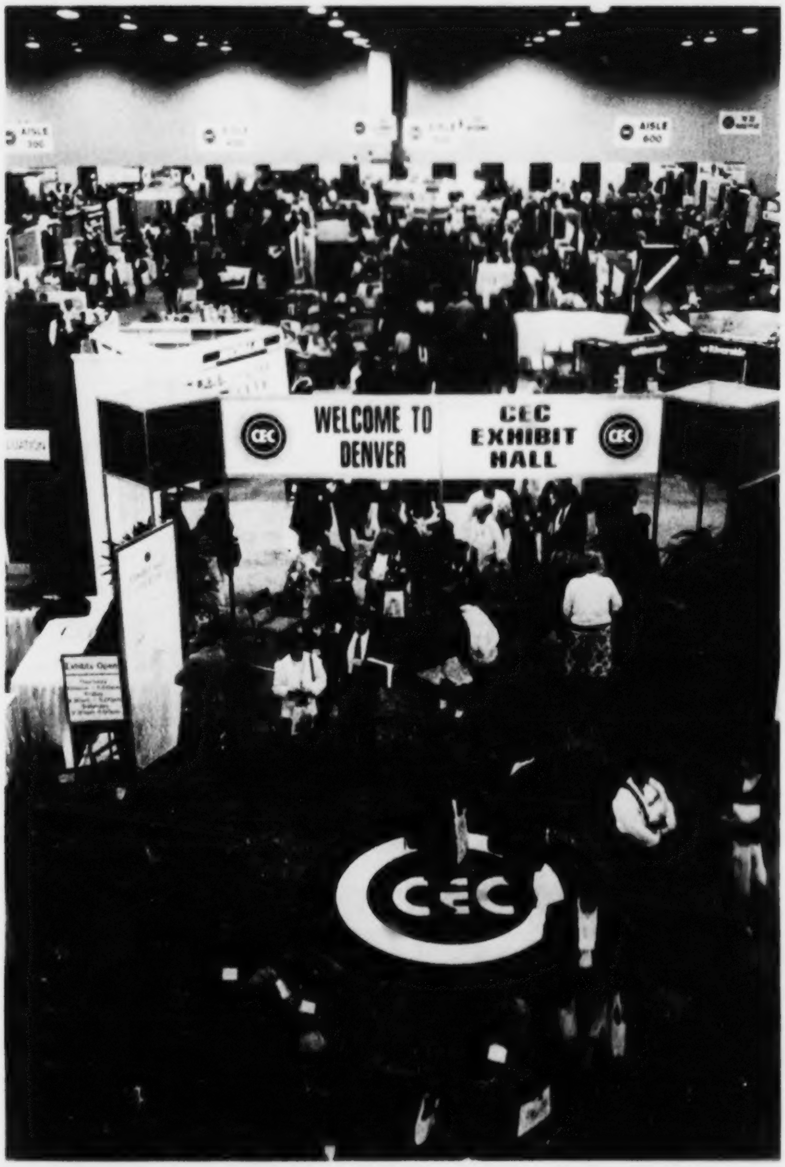
Convention Success 1
Executive Director's Viewpoint 2
Mobilizing Forces
Inclusive Schools 3
Growth 4
Student CEC 5
Advocacy in Action 6,7

CEC Today

Vol. 1 No. 2 • The Council for Exceptional Children • 1920 Association Drive • Reston, VA 22091-1589 • 703/620-3660

CEC Mobilizes Forces:

Convention Attendance at 4-Year High!



"We must take advantage of all opportunities to remark on our successes...so in need in our field of challenges. Special children lead full lives. Teach others to embrace children with exceptionalities. To accept them for their differences and celebrate their diverse abilities. We produce winners through our dedication to make a difference. We must triumph in our quest!" so charged Matty Rodriguez-Walling, CEC's Teacher of the Year, to a standing ovation of special and general educators and parents at CEC's record-breaking annual convention in Denver.

See Inside for...

Advocacy Do's Page 7

NEW! Inclusive Schools Resources
Page 15

Governance! Page 16

12 Principles for Successful Inclusive Schools

Denver, April 8--The initial report of the coalition of educational associations launched by CEC, (see ***CEC Today***, April issue), was delivered to a standing-room-only audience at the Leadership Forum.

Participants received the following material, developed to serve as the framework for a more comprehensive publication **Inclusive Schools: Principles of Good Practice** to be released this fall.

1. Vision
Inclusive schools begin with a philosophy and vision that all children belong and can learn in the mainstream of school and community life. Diversity is valued and celebrated. It is believed that this diversity strengthens the class and offers all of its members greater opportunities for learning.

2. Leadership
The building principal of an inclusive school plays an active, positive, and supportive leadership role in the development and implementation of inclusive schooling practice and strategies, meaningfully involving the entire school staff in the planning and implementation.

3. High Standards
All students within an inclusive school, including those with disabilities, work toward the same educational outcomes based on high standards; what will differ is the level at which these outcomes are achieved, the degree of emphasis placed on them, and the content and manner in which these outcomes are achieved. Strategies for pursuing excellence without sacrificing equity are pursued.

4. Sense of Community
Within inclusive schools, everyone belongs, is accepted, and is supported by his or her peers and other members of the school community while educational needs are being met. This sense of community helps to foster self-esteem, pride in individual accomplishments, mutual respect, and a sense of belonging and self-worth among all students.

Continued on page 14.

Convention Highlights 8,9
Canada and International:
United Kingdom 10
Resources and More 11
Teacher-to-Teacher 12
Focus on Diversity 13
Professional Development .. 15
Governance 16

CEC President:
Suana Wessendorf

Executive Director:
George E. Ayers

Publishing Team:
Cindy Savar, Jacki Bootel, Carolyn Boyle, Jane Burnette, Grace Durán, Jeanne Glover, Bernadette Knoblauch, Cathy Mack, Nancy Safer
Photographs by Dan Cepeda

CEC Headquarters Briefs

The 1993-1996 CEC Strategic Plan. *The Gallup organization has been selected to help us complete a formal CEC membership survey to improve meeting member needs and determine new CEC benefits, services, and products.*

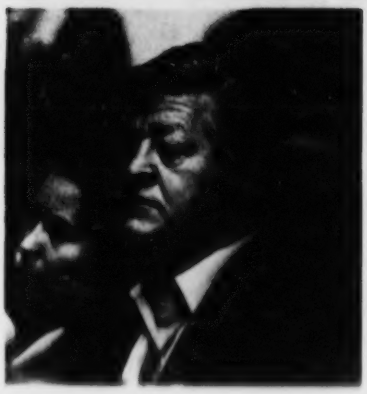
Look for the July ***Working Woman*** *highlighting special education as an important career area.*

Due to member demand, the CEC switchboard will now be open Monday-Friday until 6:00pm E.D.T.! Also, the telephone system will soon be upgraded to include voice mail capabilities.

Professional Development *is analyzing the convention results and evaluations of a most successful meeting. Registration is being accepted for regional events taking place this summer and fall in: Inclusive Schools, Attention Deficit Disorder, School-to-Work Transition (LCCE), Gifted Education, and Multicultural Education.*

Publications *has printed the working document that looks at a variety of issues related to inclusive schools and summarizes what the research says (see pg. 15 to order).* • *Summer 1994 Issue of TEC with a special focus on HIV/AIDS has been mailed to members. Call for additional resources in this topic area.* • ***College Planning for Gifted Students*** *and* ***Summer Programs for Gifted Students*** *are currently top sellers.* • *Look for the fall 1994 issue of TEC for "Instruction in Facilitating the Development of Gifted and Potentially Gifted Preschool Children with Disabling Conditions."*

GROWTH



We're Growing!

As of April 30, 1994, total CEC membership is 53,226, which is very close to our goal of 55,361 in fulfilling the 1993-1996 CEC Strategic Plan's goal of 5% annual growth in both recruitment and retention.

We are all very excited to see our membership growing again. CEC professional membership is not the only category that has grown—student and division memberships are growing as well.

CEC's newest category of membership, the Associate membership, which is designed to meet the needs of parents and special education paraprofessionals, also has been growing rapidly. In 1993-1994, Associate memberships have more than doubled, and we expect to have almost 1,500 members by the close of this fiscal year.

Why are we growing? As more of our colleagues in special education have realized the benefits of being a part of CEC, our size has increased. We are reaching more people who know that CEC is the best resource for learning about new strategies and techniques that will improve practice and foster new rewards within the profession.

As the 1993-1996 CEC Strategic Plan states, "Membership is the heart of any association. With an association-wide approach to meeting the needs of professionals and others who educate individuals with exceptionalities, there will be an increase in the membership. This involves retention of a higher percentage of our existing members and recruitment of the thousands of individuals who could be CEC members. This must be a team effort."

And it continues to be a team effort! We look forward to the challenges ahead of us and encourage you to help us meet our goal of 55,361 by June 30, 1994.

Suggestions!

If you have suggestions for more ways to achieve our membership goals, please call Jeanne Daniels Glover, Membership Development Coordinator, 800/845-6232. ◆

Number of CEC Members in Your Locale

Alabama	763
Alaska	361
Arizona	750
Arkansas	396
California	2,794
Colorado	747
Connecticut	1,015
Delaware	195
District of Columbia	206
Florida	3,181
Georgia	1,482
Hawaii	184
Idaho	326
Illinois	2,972
Indiana	1,079
Iowa	718
Kansas	963
Kentucky	750
Louisiana	905
Maine	309
Maryland	1,054
Massachusetts	1,014
Michigan	2,126
Minnesota	818
Mississippi	303
Missouri	1,541
Montana	289
Nebraska	589
Nevada	269
New Hampshire	254
New Jersey	1,867
New Mexico	569
New York	3,000
North Carolina	1,120
North Dakota	273
Ohio	1,995
Oklahoma	621
Oregon	556
Pennsylvania	2,304
Rhode Island	183
South Carolina	1,009
South Dakota	295
Tennessee	735
Texas	1,881
Utah	593
Vermont	163
Virginia	1,579
Washington	914
West Virginia	305
Wisconsin	1,378
Wyoming	271
Other	407

As of April 30, 1994 • CEC Membership Report • See page 10 for Canadian Province membership.

Gift Certificates...

✓ **Student Graduations!**
✓ **Colleague Thank You's!**
✓ **Your Favorite Paraprofessional**

Call 1-800-845-6232

STUDENT CEC

The Student Membership Definition

by Maureen Finnegan

What has happened to the proposed new Student CEC membership definition? Here is an outline detailing the history of the proposed change and next steps.

The Current Definition.

A Student CEC member is defined as **"someone enrolled in the Council who is in attendance during the academic year at an accredited college or university and who is not engaged in full-time employment in the education profession."**

Why Change This Definition?

The current definition no longer meets the needs of the Student CEC membership. The way professionals earn their certification is changing. Each state and province has its own certification program and many require that students work in the profession while attending school as full-time students.

Discussion also has occurred about doctoral students and their consideration as Student CEC or professional members. Many doctoral students are practicing professionals who are pursuing advanced degrees.

The student CEC purpose statement reads: "Student CEC shall be the focal point for the professional **preparation** of any student interested in the service of exceptional children and youth."

In 1993, the Student CEC Board of Governors expressed concern that someone who has been a practicing professional does not represent the student who is preparing to enter the profession.

Have Any Changes Been Suggested?

A new Student CEC membership definition was proposed in San Antonio, April 1993, by the Student CEC Board of Governors:

"A student (CEC) member shall be a person who is an undergraduate or full-time master's or credential student at an accredited college or university during the academic year." Full-time and post-doctoral students would be allowed a "Doctoral Voucher" for regular CEC membership at 40% off the regular membership dues.

What Happened To This Proposed Definition?

Due to confusion about procedures, this matter was not brought to the Denver Board of Governors. At the same time, the definition generated much discussion and some concerns among members and division participants.

As a result, in Denver, the Student CEC Board of Governors decided to do the following:

1. **Ad Hoc Committee.** Create an ad hoc committee to write a new definition addressing the concerns brought forth.

2. **Action Item in Indianapolis, 1995.** The definition will be an action item on the agendas of both the Student CEC Board of Governors and the CEC Board of Governors in Indianapolis.

3. **New Definition for Membership Review in 1995 Fall TEC.** Once approved by both Boards, the **new** definition will be printed in the fall 1995 issue of ***TEACHING Exceptional Children.***

4. **Delegate Assembly Vote in 1996.** Finally, the definition will be brought before the 1996 Delegate Assembly in Orlando for a vote.

What Can You Do To Help Get A Working Definition?

Your thoughts, comments, and concerns are welcome. Contact Karen Vermaire Fox at CEC • 800-845-6232. ◆

CEC Today

Advocacy in Action!

Legislative Update

CEC is on Capitol Hill every day charting the progress of legislation that affects us and making sure our voice is heard!

FY 1995 Budget Resolution

House and Senate to Conference FY 1995 Budget Resolution — Both houses of Congress have passed their separate versions of the resolution and will iron out the differences between the two soon.

Goals 2000

Goals 2000: Educate America Act was signed into law by President Clinton on March 31 to meet the deadline for the FY 1994 appropriation of $105 million. Major responsibility for the implementation of Goals 2000 now lies with the executive branch.

CEC's Department of Public Policy has a summary of the entire law; call 703/264-9410 for your copy.

The U.S. Department of Education (DoE) has a number of activities planned, including a late May conference for state and local officials. More information on the DoE's reform strategy can be gained by calling 1-800-USA LEARN.

Tech Act

On March 9, the President signed P.L. 103-218 reauthorizing the **Technology Related Assistance for Individuals with Disabilities Act of 1988**. The "Tech Act" is intended to increase the availability of, funding for, access to, and provision of assistive technology devices and services to individuals with disabilities.

ESEA Act

On March 24, the House passed H.R. 6, reauthorizing the **Elementary and Secondary Education Act** (retitled the Improving America's Schools Act). The bill reauthorizes many elementary and secondary programs, including **Chapter 1** services for disadvantaged children and the **Jacob K. Javits Gifted and Talented Students Education Act**. The Senate began hearings on the reauthorization in mid-March, and is expected to introduce a bill in late May.

IDEA

Several hearings were held in March and April on the **Individuals with Disabilities Education Act (IDEA)**; the most recent was held on April 28 and focused on the inclusion of students with disabilities in the regular classroom. There has been no action in the Senate.

Court Cases

***Holland* Case Upheld, School District Takes Case to Supreme Court.**

The United States Court of Appeals for the Ninth Circuit recently ruled on the widely publicized court case, *Sacramento City Unified School District v. Holland.* The court, basing much of its decision on a lower district court ruling, found in favor of Rachel Holland and her family, upholding the right of the young girl to be educated full-time in a regular education environment.

The school district is appealing the court's decision, but it's not expected that the Supreme Court will hear the case.

---

*See your next issue of **TEC** for additional information about these bills, or contact your federation PAN Coordinator!*

FREE to Members

Call the Department of Public Policy at 703/264-9410 for:

- A summary and analysis of President Clinton's health care reform plan, the Health Security Act.
- A summary of the education reform legislation, Goals 2000: Educate America Act.
- Issues in the Reauthorization of the Individuals with Disabilities Education Act (IDEA).

Convention Report

CEC's Department of Public Policy (DPP) led a variety of public policy-related seminars, meetings, and sessions. Members explored governmental activities that impact the education of exceptional children in ***"What's Happening in Washington?"*** and in ***"Educational Reform and Special Education."*** "Hot" issues of the day were discussed at the Teacher Roundtables.

One of the most exciting sessions was our Workshop, entitled ***"Making a Difference: Taking Charge of the Political Process."*** Nine speakers provided information on gathering legislative information at the state and national levels, effective networking strategies, and building coalitions with other like-minded organizations to advance goals.

Colorado State Rep. Maryanne Keller, a special educator herself, offered an insider's view of how to most effectively lobby policymakers!

Success Stories Wanted!!! Send us your success stories -- for example, how you've created an "open door" policy with your administrator, worked successfully to get legislation passed by working closely with your government officials, or pursued more inclusive options in your school for students with exceptionalities! Any story that shows we all have a voice in creating and/or shaping policy at the local level!

Send to: Jacki Bootel, CEC, 1920 Association Drive, Reston, VA 22091-1589. ◆

11 Tips for Working with Elected Officials

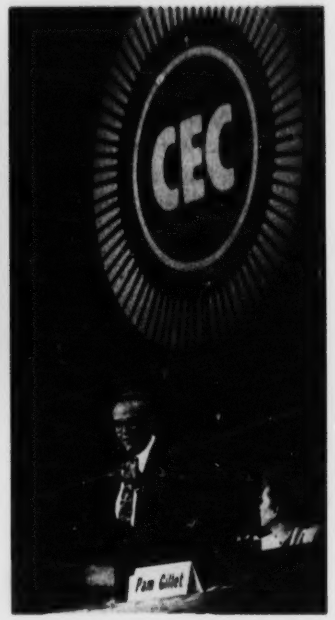
*In upcoming issues of **CEC Today**, we will provide you with important tidbits taken from the Workshop, starting with **"11 Tips for Working with Elected Officials."** Please clip this, and take it with you as you begin or successfully continue your political action efforts!*

The "Do" Checklist

1. **Make an appointment.**
   - ✓ By letter or phone.
   - ✓ Confirm the appointment. Appointments with legislative aides are also available. (Ask for the aide responsible for the issue(s) you wish to discuss.)
2. **Be on time for the visit.**
3. **Be positive and friendly.**
4. **State the reason for your visit.**
   - ✓ Be concise and specific.
   - ✓ Introduce yourself and identify the group you are representing.
   - ✓ Briefly describe the issue(s).
   - ✓ Refer to bills by name and number (e.g., budget reform, "Budget Process Reform Act," H.R. 3732).
   - ✓ Limit the number of issues to be discussed.
   - ✓ State your position and recommendation on the issue(s).
5. **Provide reliable data/facts to support your position.**
   - ✓ Contact CEC DPP or your PAN Coordinator for accurate information.
6. **Personalize the issue(s).**
   - ✓ Tell how the bill or action will affect you, your relatives, friends, or neighbors.
7. **Leave a written summary of your position.**
   - ✓ Fact Sheets on issues can be left. Also leave your name, address, and phone number.
8. **Have a picture taken with official (if possible).**
   - ✓ Use the picture in local newspapers to provide publicity for the official, your CEC unit, and the issues discussed. (If no picture is taken and the meeting is productive, ask for a photo of the official and some background material.)
   - ✓ Send the picture along with a press release to your CEC Chapter, Federation, and/or Division newsletter editors.
9. **Write a thank-you letter.**
   - ✓ Thank the official for the visit.
   - ✓ Summarize the visit.
   - ✓ Identify follow-up steps committed by the official and yourself.
   - ✓ Ask for the official's commitment.
   - ✓ Request a reply.
   - ✓ Send photo print (if taken) identifying persons in photo and date. (Enlargements have a better chance of appearing on office wall/desk.)
10. **Arrange for your official to visit students with exceptionalities in various classrooms in your state, province, or district.**
11. **Have others write letters.**
    - ✓ Write about one issue only.
    - ✓ If writing about a bill refer to the title and number.
    - ✓ Be brief. (one to two pages if possible.
    - ✓ Be specific. (Tell your position on the issue and why you hold that position.)
    - ✓ Share personal experiences.
    - ✓ Ask for the official's commitment.
    - ✓ Request a reply.

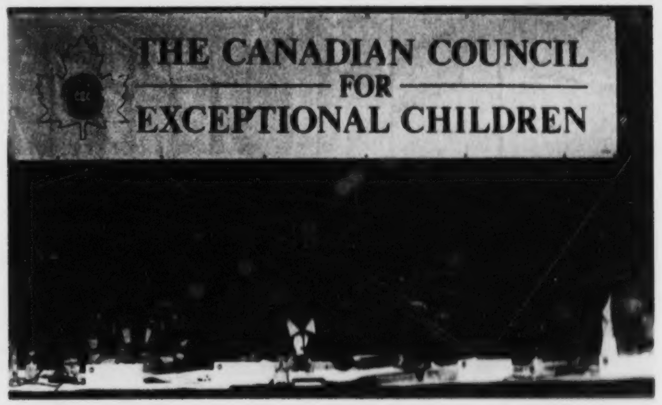
Convention !

Look for Division Focus
returning here next month with
Division honorees and more!

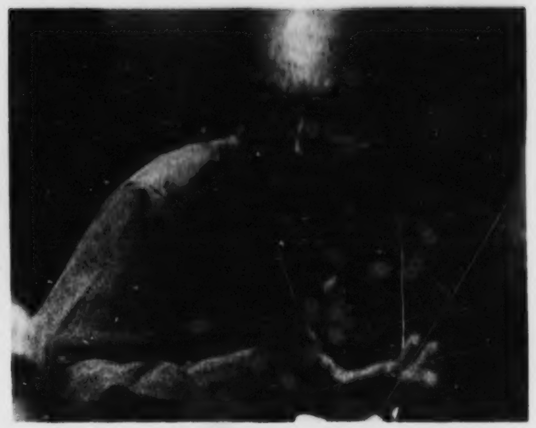


Keynote addresses were a highlight in Denver. Pictured clockwise are the four keynote speakers and the title of their presentations: Samuel Betances, Making Our Society Safer for Differences; *Frosty Troy,* Different Gifts; *Judith E. Heumann,* Forging our Destiny: Involving Individuals with Disabilities in the Service Delivery Process; *and Pat Buckley Moss,* Believe in Me and I Will Succeed.

Rep. "Moe" Keller from Colorado (D-24th) (above), *also a special education teacher, offers workshop attendees a unique insight into the workings of a state legislature.* (right) *Attendees have countless opportunities to learn from each other.* (below) *The Executive Committee of The Canadian Council for Exceptional Children convenes.*



The CEC resource center in the Exhibit Hall provided attendees with immediate access to CEC publications and free information products.



Meet some of the 1994 CEC award winners. (top right, from left) *Jean R. Hebeler, J.E. Wallace Wallin Award; Matty Rodriguez-Walling, Clarissa Hug Teacher of the Year Award; and William R. Littlejohn and Eleanor Guetzloe, CEC Outstanding Contributor Award.* (above left) *Winners at Work recipients of the CEC Business, Agency, and Community Award.* (above right) *CEC President Suana Wessendorf with the recipient of the CEC Research Award James M. Kauffman. Polly Parrish* (below) *with the Alabama Federation President, Fletcher Hyde, after being recognized as the Outstanding Graduate Student Member of the Year.*

Don't Miss Indianapolis!

CANADA AND INTERNATIONAL

CHALLENGING EVERY CHILD

November 2-5, 1994
Palliser Hotel

Join us for the Canadian CEC Congress '94 in Calgary, Alberta—Canada's Olympics '88 city, and gateway to the magnificent Canadian Rockies. Visitors are treated to year-round fun, festivals, shopping, theatre, delicious international cuisine, and of course, unrivaled hospitality.

NUMBER OF CANADIAN CEC MEMBERS

Alberta	176
British Columbia	306
Manitoba	340
New Brunswick	27
Newfoundland	39
Nova Scotia	103
Ontario	1,598
Prince Edward Island	4
Quebec	86
Saskatchewan	172
Total	**2,851**

From CEC's April 30, 1994 Membership Report

RESOURCES

Order these Canadian CEC documents:

The Spirit of Inclusion in Canadian Schools - a brochure.

And soon to be available:

Promoting Successful Transitions for Students with Special Needs - A Handbook of Best Practices for the Education of Students with Special Needs in Transition from School to Work and Adult Life, by D. Richard Freeze.

The CCEC Office
1010 Polytek Court, Unit 36
Gloucester, Ontario K1J 9J2
Phone 613-747-9226
Fax 613-745-9282

Canadian Excitement

by Patti Elvers• CCEC President

Canadian CECers were very visible during the recent convention in Denver. Their participation was evident in all aspects of the convention, indicating that CEC in Canada is alive and well!

In case you missed it, here are some examples:

Canadian Coffee Party. The well-received Coffee Party on Saturday night provided a welcoming atmosphere to hundreds of American and Canadian CECers. The traditional sing-along was led by former Canadian Governor-at-Large, **Arnold Jones**. Many left as winners of Canadian memorabilia drawings.

Multicultural Summit. The Multicultural Summit included Canadian participation. The audience heard about how we encourage people to keep the spirit of their heritage and culture alive. Canada has two languages—English and French.

International Award Winners. Three Canadian students were recipients of the Yes, I Can! Awards: **Peterson Bushie** from Manitoba and **Billy Chambers** and **Tricia Lynn O'Malley** from Ontario.

Audrey Burrows from Alberta won the International Achievement Award sponsored by DLD. **Bruce Mason**, Ontario CEC Federation, won the Gorin Award.

Melanie Janzen, Canadian Student Liaison, received the Lisa Breen Memorial Award.

Canadian Student Activity. Canadian CEC students hosted "Canada: The Spirit of a Nation" on Saturday afternoon. Participants enjoyed Canada's culture, food, songs, and people along a simulation of the Trans-Canada highway.

Canadian Special Focus. For the first time, a Canadian special topic area was featured—"Creative Structures for the Accommodation of Students in Inclusive Schools." Six speakers focused on Canadian programs from across the country.

Board of Governors. Those attending the BOG and Delegate Assembly will now be aware of the currency issue and how it affects our membership—that is, a $66 U.S. membership fee converts to $92 in Canadian funds. ◆

UNITED KINGDOM

CEC and the division of International Special Education and Services (DISES) have been collaborating with United Kingdom special educators who are organizing an International Special Education Congress for parents and professionals who work with children and young people with special educational needs. The organizers are seeking papers from these parents and professionals for this Congress.

More information will follow in the next issue about **The International Special Education Congress - ISEC '95**, April 10-13, 1995, Birmingham, U.K. ◆

RESOURCES AND MORE!

RESOURCES

Gifted Education Institute

Learn how you can support and challenge gifted students through education reform and in the classroom. New CEC-supported institutes!

Friday, June 10-11, 1994
Little Rock, Arkansas
Friday, June 24-25, 1994
Minneapolis, Minnesota
Call Today! 1-800-224-6830

Staff Developers Wanted

Sign up for the Staff Developers Network or its SpecialNet bulletin board, StaffNet! Send your name, address, phone number, and SpecialNet ID to Anmarie Kallas, the ERIC/OSEP Special Project, The Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091-1589.

Topical Bibliography on Inclusive Schools

This new resource contains more than 150 abstracts that address: collaboration between regular and special education; assessment (prereferral intervention); staff development; changing roles and responsibilities; administrative concerns/ planning and accountability; instructional and curriculum strategies; interagency coordination; principles of good practice; philosophy, history, and viewpoints; and media. C5043. Price: $25 • Members: $17.50.

Call 703/620-3660 x474 to order your copy.

Classroom Tips for ADD

Participants packed the ADD Workshop and strand sessions at CEC's annual convention. Dynamic speakers delivered practical intervention strategies to serve all students.

Here's a small sample of tips and simple classroom accommodations that parents and professionals can use when working with children and youth with ADD and ADHD.

Following Instructions

- Use more than one modality when giving directions.
- Use alert cues to get attention before giving directions.
- Use a support buddy system.
- Have classmates carbon directions and assignments for each other.

Task Completion: Memory Assistance

- Seeing, saying, writing, doing.
- Teach memory techniques as a study strategy, i.e., mnemonics, visualization, oral rehearsal.

Testing Accommodations

- Use oral testing.
- Give extended time.
- Use alternative testing, performance based.
- Give grades for spelling, organization, writing, and subject knowledge on same paper.

Inattention/Behavior Correction

The importance of voice tone and proximity were discussed. Get softer and closer when correcting behavior. Avoid using verbal corrections for inattention and behavior. ◆

Attention Deficit Disorder

Identification. Programs. Interventions. Policy.

Learn New Classroom Skills !

Coming soon to your area

Orlando, Florida	June 12, 1994
San Diego, California	August 4, 1994
Philadelphia, Pennsylvania	October 27, 1994
Dallas, Texas	February 16, 1995

Tuition: Only $99

Call Now! 1-800-224-6830

FREE Tuition for your 5th team member!
Call for details.

Participant's Manual on Attention Deficit Disorder *included with Workshop Registration*

Stay for "Building Partnerships for Diversity! Institute on Inclusion"

Teacher Caucus to Expand Reach

The Teacher Caucus met for the second time at CEC's 1994 Annual Convention in Denver. Discussion covered the importance of reaching more members about Caucus activities. The Caucus applauded CEC efforts to elevate teacher appreciation and visibility in providing the teacher lounge and a forum to network through the Teacher Roundtables.

They are currently working on a mission statement to define the goals of the Teacher Caucus. **Plans are underway to meet in Indianapolis!**

For more information, contact: Norma Speckhard • 4655 Concord Oak Drive, St. Louis, MO 63128 ◆

Teacher Roundtables

The 1994 CEC Annual Convention hosted the second Annual Teacher Roundtables on Sunday, April 10. The event provides an opportunity for teachers to seek the advice and expertise of former and current recipients of the Clarissa Hug Teacher of the Year Award.

Participants this year were: **Sharon Hagan Gonder**, a teacher of students with learning disabilities; **Mary Eleanor Coffield**, a retired speech clinician; **Mary-Dean Barringer**, currently working for the National Board for Professional Teaching Standards; and the newest Teacher of the Year **Matty Rodriguez-Walling**, a teacher of students with emotional disorders. Here's a sample of just a few of the discussions:

How can a special education teacher assist a child in a regular classroom without singling out the child among his or her peers?

Ms. Gonder replied that she works with several children in the regular classroom to gain the respect of the entire class. Then, when she is with the child who has been identified as having a learning disability, the child does not feel separate from the class. Ms. Gonder tries to be an integral part of the whole school.

How did you first become involved in special education? was a question asked of **Mary-Dean Barringer**. She relayed her quest as a teenager to see what was going on in the basement of her high school. She knew there were children down there but never saw them. Her curiosity finally drove her to investigate and she found a class of special education students. She believes the experience propelled her into the field of special education.

I'm seeing more and more students who are aggressive. How do I handle them?

Ms. Rodriguez-Walling discussed how she has reduced the incidence of conflict by using the Peace Foundation Curriculum. She uses all of her students—even the most aggressive kids—as mediators to solve problems of younger kids who are having difficulties. This increases their self-esteem and teaches conflict resolution skills. The student mediators come up with 2 or 3 alternatives for resolving conflict without using physical intervention.

To increase positive interaction, she also uses computer technology to integrate students with a younger buddy. They become a "winning" team on the computer.

Don't miss the Third Annual Teacher Roundtables at the 1995 Convention in Indianapolis. We urge all teachers to attend and share experiences! ◆

RACING TO
EXCELLENCE
CEC
CEC Annual Convention
April 5-9, 1995 • Indianapolis, IN

FOCUS ON DIVERSITY

Breaking New Ground:

CEC's 1994 Multicultural Summit

by James Yates

By the year 2006, one out of three persons in this country will be members of culturally and linguistically diverse groups. Within schools, the shift in demography is even more dramatic. All major urban schools in this country are now "majority minority" and in many other schools around the country the majority of public school students are members of culturally and linguistically diverse groups.

These shifts in demography bring significant issues and opportunities to professional educational organizations as they attempt to adapt to these important changes in order to serve students more effectively.

First in Action!

Under the sponsorship of the Division for Culturally and Linguistically Diverse Exceptional Learners (DDEL) and supported by the Ethnic and Multicultural Concerns Standing Committee, CEC put in place at Denver in April 1994 a multicultural summit. This represented a first effort by CEC to move to the cutting edge of finding means for important dialogue between people of diverse cultural and linguistic backgrounds.

The importance of understanding diversity is fast emerging as critical to the lives of our students as well as to the life of a professional organization. Specifically, CEC with its multicultural summit has become one of the **first** national professional organizations that has recognized the need and has taken the risk to allow these important issues of diversity to be discussed in an open forum with participation of a large audience (more than 200 special educators).

Triumphs and Challenges

A panel representing the major ethnic groups comprised: Asian/Pacific Islander—**Sharon Ishii-Jordan, Addison Watanabe**; Hispanic—**Jozie De Leon, Ramon Rochas**; African-American—**Helen Bessant-Byrd, Don Wharry**; Indian Nations—**Marilyn Johnson, Bruce Ramirez**; and Caucasian—**Patti Elvers, Diane Johnson**.

Facilitated by **Shernaz Garcia** and **John Johnson**, panelists provided important personal descriptions that communicated distinctions associated with their own ethnic and linguistic groups and provided interesting perspectives within their own professional life and the context of CEC. The summit was further enhanced by the significant contributions and interactions of the large audience.

The audience wanted more. There was a call for additional opportunities to explore in-depth the complex issues brought to the table by panelists and audience participants.

The points raised provided an important first step for addressing future CEC activities in the context of multicultural affairs within divisions, federations, and a variety of professional development conferences.

Future Issues to Think About

What are the perspectives of professionals who are considered part of the dominant society when faced with professional interactions where diversity and knowledge of race and language are critical?

How do people recognize the overt and covert content of interactions around these issues?

Continued on page 14.

Breaking New Ground

Continued from page 13.

What is the response within a professional organization to the lack of knowledge, sensitivity, and responsiveness when individuals from "the dominated society" seek to participate in the professional organization?

How do we develop the mechanisms to lead us through this changing context in ways that satisfy the needs of the historical, dominant white membership of CEC and the emerging multicultural diverse membership?

There is the need for continued activity and dialogue. The Division for Culturally and Linguistically Diverse Exceptional Learners is committed to serving as a resource to other units within CEC as we move forward to explore these important issues.

Look for a range of professional growth opportunities in this area at the Indianapolis convention in 1995! ◆

Multicultural Symposium
Explore these issues further at the Multicultural Symposium to be held in San Diego, November 10-12, 1994.

Mark Your Calendar Now!
CEC's upcoming 1994 Symposium on Multicultural Exceptional Learners:

Multiple Voices,
Multiple Perspectives
November 10-1 2, 1994
San Diego, California

Preregister Today!
Call 1-800-224-6830

---

12 Principles for Successful Inclusive Schools

Continued from page 3.

5. Array of Services
An array of services are provided within an inclusive school that are coordinated across and among educational and community agency personnel.

6. Flexible Learning Environments to Meet Student Needs
Inclusive schools utilize flexible groupings, authentic and meaningful learning experiences, and developmentally appropriate curricula accessible to all students. Even though full inclusion is a goal, a continuum of educational options is present within inclusive schools to provide choice and to meet the individual needs of each child. Inclusion and cooperation are emphasized within each option, and there is less reliance on pull-out educational programs.

7. Research-Based Strategies
Many strategies from the growing body of knowledge and practices are implemented to support inclusive schools for all students—cooperative learning, curriculum adaptation, peer-mediated learning approaches; direct instruction; reciprocal teaching, social skills training, study skills training, mastery learning, etc.

8. Collaboration and Cooperation
Inclusive schools foster natural support networks across students and staff. Strategies are implemented such as peer tutoring, buddy systems, circles of friends, cooperative learning, and other ways of connecting students in natural, ongoing, and supportive relationships. In addition, all school personnel work together and support each other through professional collaboration, team teaching, co-teaching, teacher and student assistance teams, and other collaborative arrangements.

9. Changing Roles and Responsibilities
Transformations within inclusive schools will result in changing roles and responsibilities. Teachers become facilitators of learning—they provide support and work together in collaborative arrangements. School psychologists work more with teachers, parents, and students and spend less time testing students. Building-based problem-solving teams work together to solve individual student problems.

10. New Forms of Accountability
New forms of accountability and assessment are developed within inclusive schools to assess ongoing student progress toward identified educational goals.

11. Access
Technology and necessary physical modifications are made to assure full access and participation of all students.

12. Partnerships with Parents
Within inclusive schools, parents are embraced as equal partners and are involved in the planning and implementation of inclusive school strategies. ◆

Increase Your Professional POWER!

Practical Answers to Working with Students in Inclusive Schools

CEC Summer Institute!
Join us in San Diego, CA, August 4-6, 1994, for the Inclusive Schools Institute, "Building Partnerships for Diversity."

Don't Miss Exciting Sessions!
All concurrent session presenters will offer useful ideas and suggestions that can be easily transferred to your school and/or classroom.

Explore the latest research, programs, and strategies! Learn practical techniques! Including:

- **Inclusion: Getting it All Together** • J. Frederick West
- **Professional Collaboration** • Jeanne Bauwens & Suzanne Robinson
- **Teacher Competencies for Inclusion** • Lori Ellis
- **Barriers/Obstacles for Students with Emotional/Behavioral Disorders** • Joyce Rademacher
- **Peer Mediation** •Anita Archer

Hear presentations by elementary, middle, and high school teams. School personnel share ideas on how they have moved toward being inclusive schools.

Hear These General Session Leaders!
Maynard Reynolds, Professor Emeritus at the University of Minnesota, and **Barrie Bennett**, Faculty of Education at the University of Toronto, will explore leadership and instructional change for maximizing student achievement in inclusive schools.

Bonus! You receive two valuable publications along with a resource notebook of concurrent session materials.

Although participants are encouraged to register in teams, there are varied activities planned to help you network and collaborate with colleagues.

Don't miss this inspiring and informative institute!

Call 1-800-224-6830 and register today!

RESOURCES

Available Now...

Organizational, Instructional, and Curricular Strategies to Support the Implementation of Unified, Coordinated, and Inclusive Schools. R5044, November 1993, 85pp., Price $18, For CEC Members: $12.60

Coming This Fall...

"Inclusive Schools: Principles of Good Practice"

To Order Call:

The Council for Exceptional Children
1920 Association Drive
Reston, VA 22091-1589
703/264-9466
FAX: 703/264-9494

REGIONAL EVENT

Inclusive Schools Institute:

NEW!

Building Partnerships for Diversity

Don't Miss the ADD Workshop!

Coming soon to your area!

Orlando, Florida	June 12-14, 1994
San Diego, California	August 4-6, 1994
Philadelphia, Pennsylvania	October 27-29, 1994
Dallas, Texas	February 16-18, 1995

Preregistration Tuition
Member: $189 Nonmember: $229
On-Site Tuition
Member: $228 Nonmember: $278
Materials $35

Call Now! 1-800-224-6830

FREE Tuition for Your 5th Team Member! *Call for details.*

Delegate Assembly

Human Rights
The CEC Delegate Assembly passed the Resolution Regarding CEC's Support for Human Rights which stated in part... "that for CEC 'human rights' means the civil rights of persons regardless of race, national origin, religion, age, gender, sexual orientation, or disability and that all language in CEC's constitution, policies, and position statements provide that CEC shall not discriminate on the basis of race, national origin, religion, age, gender, sexual orientation, or disability..."

"...that a policy be developed regarding CEC's support for its members and students who represent diversity as defined in this resolution..."

"that CEC adopt a long-range and comprehensive plan to develop and disseminate relevant materials related to human rights issues."

The statement also contains provisions calling for ongoing leadership training and convention programming in this area; a human rights task force to study issues and initiatives in which CEC might become involved; and an Executive Committee study addressing planning and recourse in the event that there is infringement of civil rights by localities or sponsors involved in CEC events.

FREE Human Rights Packet:
Call 703/264-9445 for information.

The Use of Interpreters for Linguistically Diverse Individuals
The Delegate Assembly passed a resolution to develop an official CEC policy for the use of interpreters for linguistically diverse individuals due to "...(the) dramatic increase of persons in our nations who speak a language other than English."

(See the Sept. issue of *Exceptional Children* for more information on these resolutions.)

Awards
In addition to numerous resolutions citing CEC members, the Delegate Assembly passed resolutions to honor three individuals with awards for outstanding public service.

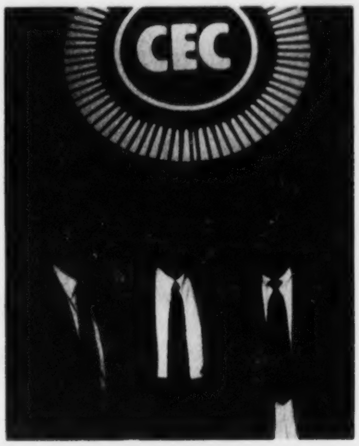
This year, Representative Don Edwards (D-CA), John Jennings, and David J. Rostetter will be the recipients of this prestigious award.

As Chairman of the Judiciary Subcommittee on Civil and Constitutional Rights, **Representative Don Edwards (D-CA)** had jurisdiction over the Americans with Disabilities Act (ADA) and was able to convince fellow Representatives of the importance of protecting the civil rights of individuals with disabilities.

John Jennings, General Counsel on the House Committee on Education and Labor, fights for a strong federal role in ensuring that children with exceptionalities truly receive a free and appropriate public education.

David Rostetter through his work as a private consultant and at the U.S. Office of Special Education Programs has demonstrated uncommon dedication as an advocate and spokesperson for children and youth with disabilities for over 20 years.

Election Results
New 1994-95 Executive Committee Members: **Gerald Hime**, First Vice President (left) • **Gerry Reynaud**, Governor-at-Large, U.S. (center) • **William Bogdan**, Governor-at-Large, U.S. (right)



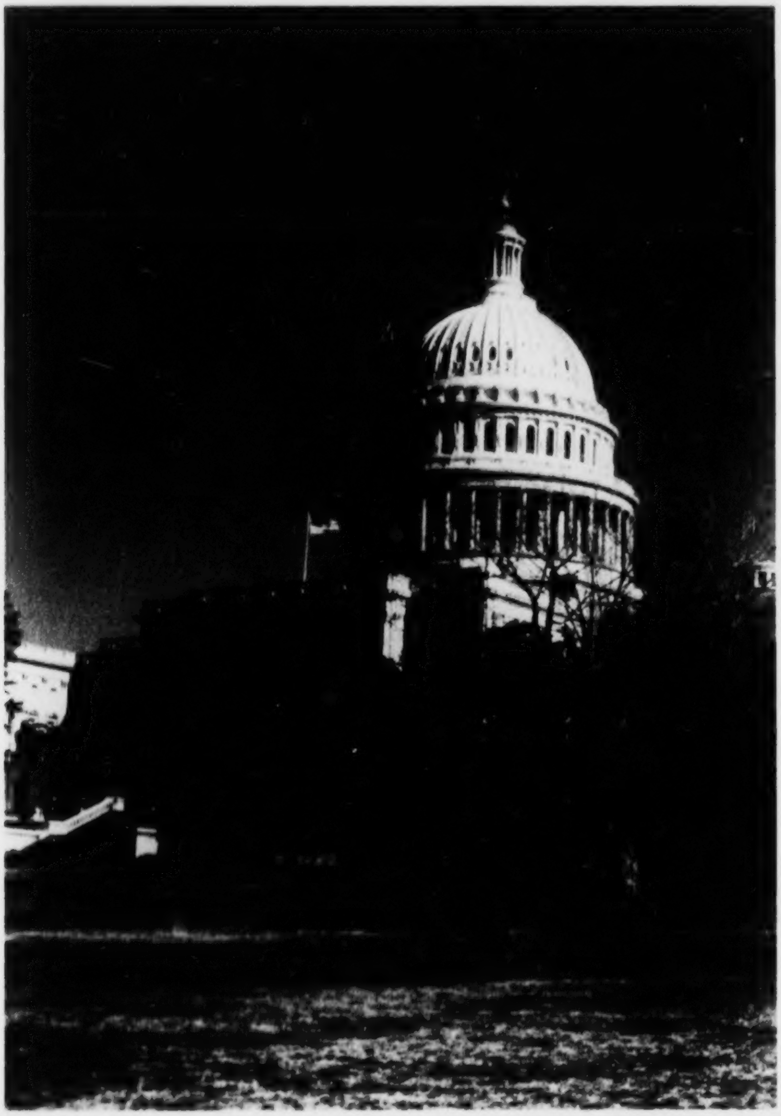
Board of Governors

Board of Governors Pass Budget
The Board unanimously approved the budget which includes new member services—including ***CEC Today***—a monthly communications vehicle, improved telephone access, and computer technology—for 5% additional annual dues, or about $3, per professional member. Dues will not be increased for the next 2 years.

CEC Today

Vol. 1 No. 3 • The Council for Exceptional Children • 1920 Association Drive • Reston, VA 22091-1589 • 703/620-3660

CEC Guides Congress on School Discipline



"Violence is a societal problem. It is a problem which education can help overcome. But blaming disabled individuals for that violence...is something we cannot tolerate. And every one of you who hear this in your community, who read this in newspaper articles, must speak out against it, because these are not accurate facts!" — Assistant Secretary Judith Heumann at the 1994 CEC Convention.

Violence in our schools has increasingly become a lightning rod for those frustrated with the criminal behavior that plagues our society.

With crime and violence at the top of the list of congressional priorities this year, CEC has provided guidance on various amendments focused on reducing weapons and violence in the schools.

Specifically, CEC has received many inquiries

Continued on page 3.

See Inside for...

Advocacy in Action .... Page 4

Breaking the Chain of Violence .... Page 10

Behavior Management Checklist .... Page 12

Next Month - Gifted Education!

PRESIDENT'S VIEWPOINT

Violence in Our School Community

Suana Wessendorf
CEC's President

A school is a very special community created of and by the unique mix of staff and students inside any specific school building. As in our larger communities of towns, cities, and countries, violence is also a growing problem in our schools, becoming more of a concern with each act perpetrated against our children and our colleagues.

As educators, parents, grandparents, and neighbors, we must take a proactive role in addressing the causes of, and solutions to, the violence occurring in both our home and school communities.

It is important to recognize, however, that the problems of school violence and discipline are not the exclusive domain of any one group. Although our quick-fix society may be prone to attaching the cause of such problems to children with disabilities, and particularly to those with emotional and behavioral disorders, it is neither factual nor productive to assign blame to a single group of individuals.

My experience as a crisis interventionist teacher of children and youth with emotional and behavioral disorders has provided me with a unique perspective by which I have established some personal principles regarding classroom violence and maintenance of discipline.

Children need to be taught the special skills necessary to make decisions that result in appropriate outcomes. Further, students must seek nonviolent solutions to their problems by working collaboratively with peers of all abilities, by finding alternatives to blaming behaviors, and by careful consideration of consequences.

Staff, too, have a responsibility in the creation of a nonviolent, nonconfrontational school community. Staff must model appropriate collaborative problem-solving and also provide integrated, inclusive educational settings conducive to student cooperation and understanding of individual differences.

CEC, as the professional organization dedicated to improving educational outcomes for children with disabilities and those who are gifted, has a responsibility to address and explore the mounting concerns over increased violence in the classroom. This issue of **CEC Today** focuses on several aspects of the challenge of creating a "safe" school setting and describes a number of sound approaches to behavior management.

However, CEC's work does not end here. We need to gather input from our field so that the Council can define and present a well-developed, united position. Using this information, teachers and other educators may then determine best practice and make appropriate instructional decisions that provide **all** children with an opportunity to learn in safe and healthy school communities. ◆

Inside

CEC Today is published by
The Council for Exceptional
Children, 1920 Association Drive,
Reston, VA 22091-1589
Telephone: 703/620-3660

June 1994 • Vol. 1, No. 3

CEC Guides Congress on School Discipline 1
Viewpoint 2
Violence in Our School Community
Advocacy in Action 4,5
Growth 6,7
Division Focus 8,9
Teacher-to-Teacher 10
Student CEC 12

CEC Guides Congress

Continued from Cover.

regarding discipline in the schools and the procedural safeguards given to students with disabilities under the Individuals with Disabilities Education Act (IDEA).

Unfortunately, there is often a lack of understanding of the IDEA provisions concerning the expulsion and/or discipline of students with disabilities. CEC is, therefore, providing this review for your utilization and dissemination.

IDEA and Discipline

There is very little said in IDEA that directly relates to discipline and children with disabilities. The IDEA entitles children with disabilities to receive a "free appropriate public education."

The law also calls for children with disabilities to be educated with children who do not have disabilities to the maximum extent appropriate. The placement of an eligible child into a regular classroom or in a different setting is based on the child's individualized education program (IEP).

The "Stay-Put" Safeguard

Parents must be notified of the initial placement, any change in that placement, and have an opportunity to contest the placement. If the parents choose to contest, the child remains in her or his present educational placement until the due process proceedings are completed.

The provision in IDEA that provides the "stay-put" procedural safeguard reads:

"Sec. 615 (e)(3) During the pendency of any proceedings conducted pursuant to this section, unless the State or local educational agency and the parents or guardian otherwise agree, the child shall remain in the then current educational placement of such child, or, if applying for initial admission to a public school, shall, with the consent of the parents or guardian, be placed in the public school program until all such proceedings have been completed."

In the regulations governing IDEA, the stay-put provision is interpreted in section 300.513. After reiterating the statutory provision, a note is added:

"Note: Section 300.513 does not permit a child's placement to be changed during a complaint proceeding, unless the parents and agency agree otherwise.

Continued on page 22.

CEC Headquarters Briefs

The 1993-1996 CEC Strategic Plan. *The Gallup organization is working on the formal telephone survey to identify member needs and new and improved CEC benefits, services, and products.*

Look for the Back-to-School Issue of ***Better Homes*** *highlighting CEC's very own publication* ***"College Planning for Gifted Students." American Demographics*** will have an article about careers in special education, and ***Sesame Street Magazine*** has a piece on siblings of children with disabilities and an article on gifted education coming out soon!

The CEC telephone system is being upgraded as this issue of **CEC Today** *goes to print. Our goal is to improve communication through new voice mail capabilities 24 hours a day!*

Professional Development *is accepting reservations for new regional events. Registration is open for: Inclusive Schools, Attention Deficit Disorder, School-to-Work Transition (LCCE), and Multicultural Education (see page 19 for more information).*

Publications*--Look for your new fall Catalog of CEC Products and Services ...*

- *New format*
- *Dozens of NEW products*
- *New toll-free number*
- *New user-friendly organization*

... in the polybag with your September issues of **TEACHING Exceptional Children** *and* **Exceptional Children**.

Recruitment 13
Parents 14
Focus on Diversity 15
Canada and International 16,17
Resources and More! 18
Professional Development .. 19
Professional Policies 20
Calendar of CEC Events ... 24

CEC President:
Suana Wessendorf

Publishing Team:
Cindy Savar, Jacki Bootel, Carolyn Boyle, Jane Burnette, Grace Durán, Jeanne Glover, Bernadette Knoblauch, Cathy Mack, Nancy Safer

Advocacy in Action!

Political Action Network (PAN) to Meet July 24-26, 1994, in Washington, DC! Pan Coordinators learn how to expand grass-roots lobbying efforts and communicate with policymakers through role-playing. They receive up-to-the-minute legislative facts and visit "the Hill" to discuss special education-related issues with their representative. Participate in your federation or division political action network—contact your PAN Coordinator!

Legislative Update

School-to-Work Opportunities Act

During the month of May, Congress passed, and the President signed, an important piece of legislation that could have significant implications for our students.

On May 4, President Clinton enacted P.L. 103-297, School-to-Work Opportunities Act, legislation which offers support for states and communities to develop and implement "school-to-work" programs.

These programs are designed to help students, including those with disabilities, make the transition from school into the work force—and reach high standards of academic performance.

FY 1995 Budget Resoluton

Both the House and Senate have passed the FY 1995 Budget Resolution. The final resolution contained a $13 billion cut for discretionary programs over 5 years, beginning in FY 1995 with a cut of $500 million. While less than the $26 billion cut that the Senate bill contained, the cut in discretionary programs will make it difficult to increase funding in education programs.

Your Action is Needed! **Contact House and Senate appropriators to let them know we need increases in programs for the education of exceptional children, including IDEA and the Javits Act.**

To find out who serves on the appropriations subcommittee, contact your federation/provincial/division PAN Coordinator. (*Note*: We've included tips on how to write letters to policymakers on the next page.)

IDEA

Although the House has held several IDEA hearings, both houses of Congress have indicated that no bills will be passed by Committee during this calendar year. However, House staff do intend to have several discussion bills developed by the 4th of July. There has been no action on the reauthorization in the Senate. We'll keep you updated on any future developments!

ESEA Reauthorization

The Senate Subcommittee marked up its version of the Improving America's Schools Act (IASA) on May 17. The Act will reauthorize programs under the Elementary and Secondary Education Act (ESEA).

Thanks to CEC's efforts, the bill authorizes funding so that regular education teachers will be trained in the needs of children with disabilities. A second provision allows time and support for regular education and special education teachers to collaborate with each other.

IASA will also reauthorize the Javits Gifted and Talented Students Education Act. Similar to the House bill, the Senate version of the Act will retain the full focus of the programs on the needs of gifted and talented students. By mid-June, the bill will be marked up by the Senate Labor and Human Resources Committee.

Goals 2000

Application materials for the Goals 2000 program have been mailed to Governors and Chief State School Officers. States must meet only minimal requirements to obtain 1st-year funding under the Goals 2000: Educate America Act, which was signed into law on March 31.

The U.S. Department of Education has indicated that it wants to provide states with a great deal of latitude in implementing Goals 2000.

Federal officials hope to receive applications quickly and to approve those applications within a month of receipt. As a result, grants under the law could be awarded in July.

Check with officials in your own state for information on how students with disabilities will be incorporated in their Goals 2000 efforts.

CEC Invited to Goals 2000 Reception. On Monday, May 16, CEC attended the White House reception in honor of the signing of Goals 2000: Educate America Act in appreciation for CEC's involvement in the framing of this important legislation.

Department of Defense Looks to Eliminate Special Education Programs Overseas

The U.S. Department of Defense (DOD) is studying the "feasibility and cost-effectiveness" of eliminating its overseas special education programs for those children of military personnel who have special needs. The House Committee on Armed Services, in its report on the National Defense Authorization Act, ordered the study, based in part on the fact that there are fewer troops overseas and, therefore, fewer children who need services.

CEC is disappointed in the House report, since the rationale for such a study appears to have the potential for discriminatory practices against children with disabilities who are military dependents, as well as against military parents who have dedicated their lives to serving their country.

The Secretary of Defense must present its report to the Committee on or before March 31, 1995. CEC will be following this issue very closely and will provide updates as they become available.

To express your concern that such a study is being conducted, write to: Ronald Dellums (D-CA) • Chairman, House Committee on Armed Services • 2120 Rayburn House Office Building • Washington, DC 20515.

Communicating with Policymakers

In the last issue of *CEC Today*, we provided you with some general tips for communicating with elected officials. This time, we'll be focusing specifically on writing letters to policymakers.

Letter Writing

Officials and their staff pay careful attention to their mail since it forms the major body of public and voter sentiment on pending legislative activity.

An Outline to Follow When Writing a Letter:

1. **Introductory paragraph**
   - a. The reason for your letter--including the policy or bill title and number.
   - b. Identify and describe yourself.
   - c. What action you are seeking.
2. **The body of the letter**
   - a. Communicate the reason for the action being sought by using:
     - historical facts
     - data
     - credible opinion
     - impact data
     - viable alternatives
     - personal experience
     - weaknesses of opposing points of view
     - logic
   - b. Describe what impact the action will have on the community.
3. **Letter closing**
   - a. Restate action sought.
   - b. Express appreciation for consideration of views.
   - c. Indicate willingness to help.
   - d. State what response you are seeking.
   - e. Provide your address and phone number.

How to Address Letters:

State Senator
The Honorable John Doe
State Senate
State House
Springfield, IL 62706

Dear Senator Doe:

State Representative
House of Representatives
State House
Springfield, IL 62706

Dear Mr. Doe or
Dear Representative Doe:

Governor
The Honorable John Doe
State House
Springfield, IL 62706

Dear Governor Doe:

United States Senator
The Honorable John Doe
United States Senate
U.S. Senate
Washington, DC 20510

Dear Senator Doe:

Member of Congress
The Honorable John Doe
Member of Congress
U.S. House of Representatives
Washington, DC 20515

Dear Representative Doe:

Does Your Chapter...?

CEC provides a number of awards annually to those chapters who have grown significantly and have demonstrated excellence in the following areas: programming, public relations, community relations, and leadership.

Here's a look at a CEC Chapter success checklist compiled from our 1993-1994 award winners.

☐ **Yes!**

1. Invite All—Educators, Principals, School Board Officials, Administrators, Media, Legislators, Paraprofessionals, and Parents—to Workshops and Socials.

At the awards ceremony, ***Kim Carlisle***, former Tampa Bay Chapter #194 president, spoke about her award-winning chapter's efforts to increase membership through professional development activities. Tampa chapter members invite all educators who work with students with exceptionalities to their chapter meetings, workshops, and other CEC events.

☐ **Yes!**

2. Maintain Frequent Contact. Provide more than one type of notice to membership about events! Use flyers, ads, and articles in your newsletters; information posted on bulletin boards; personal invitations; and formal telephone trees! Expand your chapter activities through constant communication and reinforcement of your messages.

☐ **Yes!**

3. Retain Current Members. Have chapter officers send cards and make phone calls to members prior to their expiration date. Officers should indicate how important your soon-to-be renewing members are to the Chapter and tell them about upcoming events they won't want to miss.

☐ **Yes!**

4. Use Professional Development Opportunities to Expand Membership. To help educators expand their knowledge and increase their skills, the Tampa chapter formed a program committee. The committee compiled a list of topics to be discussed at three general meetings. To attract a large audience, the topics spanned pre-school issues to transition issues.

☐ **Yes!**

5. Provide Grants for Members to Attend CEC Professional Development Events. Orange County Chapter #188 was able to financially assist and send 30 educators to the CEC Annual Convention in Denver this year! They also provide assistance for members to attend local and state activities.

Special Education Teachers Who Are CEC Members

Alabama	9.68%
Alaska	38.90%
Arizona	14.44%
Arkansas	9.15%
California	8.41%
Colorado	17.43%
Connecticut	21.30%
Delaware	17.74%
District of Columbia	21.67%
Florida	15.92%
Georgia	15.70%
Hawaii	13.20%
Idaho	24.74%
Illinois	13.36%
Indiana	14.22%
Iowa	12.77%
Kansas	24.43%
Kentucky	13.19%
Louisiana	10.56%
Maine	13.29%
Maryland	13.79%
Massachusetts	11.51%
Michigan	12.16%
Minnesota	8.94%
Mississippi	5.17%
Missouri	17.77%
Montana	23.34%
Nebraska	19.19%
Nevada	18.69%
New Hampshire	13.74%
New Jersey	9.14%
New Mexico	14.53%
New York	7.77%
North Carolina	13.35%
North Dakota	23.04%
Ohio	12.52%
Oklahoma	10.23%
Oregon	16.23%
Pennsylvania	12.70%
Rhode Island	11.18%
South Carolina	15.08%
South Dakota	24.94%
Tennessee	10.44%
Texas	8.37%
Utah	21.59%
Vermont	18.80%
Virginia	16.36%
Washington	15.90%
West Virginia	12.94%
Wisconsin	15.14%
Wyoming	29.70%
Alberta	3.85%
British Columbia	5.66%
Manitoba	18.02%
New Brunswick	3.99%
Newfoundland	3.15%
Nova Scotia	29.44%
Ontario	9.22%
Prince Edward Island	2.50%
Quebec	0.98%
Saskatchewan	6.88%

As of May 31, 1994 • CEC Membership Report • 15th Annual Report to Congress

An annual fundraiser in which members sell a famous brand of California candy enables the chapter members to participate in many more activities and thereby receive much greater publicity.

☐ Yes!

6. Open Leadership Training to All.

Mary Jean Lambert, Membership Chairperson and newsletter editor for the Orange County chapter, described "Leadershop," the chapter's annual leadership training day.

Not only officers, but **all** members of the chapter are invited to Leadershop, with the intention of training *potential* officers as well.

National and state officials also participate by presenting current legislative issues and answering questions.

☐ Yes!

7. Collaborate with Divisions.

Attendees also learned about the history of special education in California from ***Chester Taft***, past federation president, age 92. As a result of his presentation, the chapter formed the California Pioneer Subdivision. One of the purposes of the Subdivision is to create a complete written history of special education in California.

☐ Yes!

8. Link with Other Associations.

Speak about children with exceptionalities at other organizations' meetings.

Support other's activities and encourage local CEC presence.

☐ Yes!

9. Publish Announcements and Notices in CEC Chapter and Federation Newsletters and in County School Bulletins and Newsletters.

The Tampa Bay chapter publishes their announcements and notices in the county school bulletin and all local newspapers. Announcements and notices provided about CEC and chapter activities serves to increase membership.

☐ Yes!

10. Keep Local Media Sources and Legislators Informed and Involved.

Bev Johns, former president of the award-winning Jacksonville Chapter #99, relays that her chapter maintains constant contact with local media sources in their area such as radio stations, newspapers, and newsletter publishers by:

- Sending press releases for all events.
- Inviting the press to all events.
- Inviting legislators or other key officials to speak at meetings.

Get Involved!

Help your local chapter achieve a perfect score! ◆

Chapter Award Winners

Several outstanding CEC units were recognized at CEC's Convention in Denver for their achievements.

Awards for Excellence

Congratulations to **Award for Excellence** winners: **Tampa Bay** • Florida, Chapter #194 and **Redbud** • Oklahoma, Chapter #1151.

Recipients of **Honorable Mention** for the **Award for Excellence** were: **Bay City** • Florida, Chapter #243; **Palm Beach County** • Florida, **Chapter #200**; **Haldimand-Norfolk•Ontario**, Chapter #834; **Pickens/Oconee** • South Carolina, **Chapter #728**; Will County • Illinois, **Chapter #141**; Suncoast•Florida, **Chapter #176**; Northwest Louisiana, Chapter #1031; South Carolina CEC Federation; Illinois CEC Federation; Florida CEC **Federation**; Lee County • North Carolina, Chapter #1028; Jackson • **Michigan, Chapter** #24; **Kansas CEC Federation**; Orange County • **California**, Chapter #188; Jacksonville • Illinois, Chapter #99; Upper South Carolina, Chapter #272; and Victoria-Haliburton • Ontario, Chapter #261.

Programming Award

Receiving the CEC **Programming Award** were Victoria-Haliburton • Ontario, Chapter #261; Orange County • California, Chapter #188; Omaha • Nebraska, Chapter #60; and Will County • Illinois, Chapter #141.

Public Relations Award

The winners of the CEC **Public Relations Award** were: Jacksonville • Illinois, Chapter #99; and Victoria-Haliburton • Ontario, Chapter #261.

Further information about the awards application process for 1994-1995 will be mailed to all units in August. Questions? Call Cheryl Mowery at 800/845-6232.

Division Focus

*Note: From time to time, **CEC Today** will focus on a particular division and the resources it offers to members. At the same time, each issue will include Division news submitted by the divisions.*

Focus on CCBD

by Lyndal Bullock,
Chairperson, Professional Development

Specialists in Emotional/ Behavioral Exceptionalities

It has long been recognized that children and youth with emotional/behavioral problems are among the most difficult to provide with appropriate quality and comprehensive services.

These individuals typically demonstrate behaviors that are at the extreme ends of the behavioral continuum or that vacillate across the continuum. Thus, the behaviors of these children and youth may present serious problems to the schools, communities, and society at large.

They also provide compelling reasons for schools and communities to continue to provide appropriate quality services to these students.

About CCBD

Within CEC, the Council for Children with Behavioral Disorders (CCBD) is the official division committed to promoting and facilitating the education and general welfare of children and youth with behavioral and emotional disorders. CCBD has approximately 8,500 members, and is active both in promoting appropriate, quality services and program alternatives for persons with behavioral disorders as well as encouraging professional support and growth for service providers.

Advocacy

Through its position papers, CCBD has provided a critical focus on key issues affecting services for children and youth with behavior disorders.

In 1987 CCBD's position paper on the definition and identification procedures used for students with behavioral disorders laid out a range of concerns with the current federal definition and recommended:

- Revision of the definition.
- Elimination of the exclusion of socially maladjusted from such definition.
- The development of alternative service models and additional resources.

This paper was pivotal in structuring the current discussion about changes in the federal definition.

Special Study of Inclusive Schools

More recently, CCBD has engaged in a careful study of the issues related to inclusion and the need for some students with emotional and behavioral problems for intensive, specialized, and ongoing services.

The position paper developed by CCBD emphasizes the need for a continuum of mental health and special education services for children and youth with emotional and behavioral disorders and educational decisions based on individual student needs. At the same time, CCBD supports the concept of inclusive schools whereby public schools serve **all** children, whereby **all** personnel demonstrate **ownership** of all children in their school.

Professional Resources

Growth for professionals serving children and youth with emotional and behavioral disorders is supported through the publications of CCBD and its professional development activities, as well as its products. CCBD members receive ***Behavioral Disorders*** four times a year, ***Beyond Behavior*** three times a year, and ***CCBD Newsletter*** four times a year.

Forums. CCBD has also recognized that educational decision makers are seeking information on how to respond to many of the mandates to move toward full inclusion. For that reason, the organization sponsored two Working Forums on Inclusion.

One goal of the Forums was to emphasize what types and levels of supportive services must be in place in order to support the delivery of services within inclusive environments.

The highlights of these discussions have been published in monograph form and are available through the CEC catalog, as are two audiotapes featuring the keynote speakers at each Forum session.

Institutes. This summer, CCBD will sponsor two intensive training institutes:

1. Effective Management and Discipline for Students with Challenging Behaviors
2. Educational Programming with an Emphasis on Social Skills for Students with Challenging Behaviors

Mark Your Calendars Now!

These summer institutes will be held:

July 22-23, 1994
Portland, Oregon
July 29-30, 1994
Madison, Wisconsin

For More Information:
Contact Lyndal M. Bullock at 817/565-3583

Join CCBD!

To join CCBD contact the CEC Membership Department at 1-800-845-6232, or check CCBD on your next renewal form.

CCBD

Congratulations to...

Sylvia Rockwell • Practitioner of the Year. Sylvia is also author of the CEC publication, ***Tough to Reach, Tough to Teach***.

Howard Muscott, Director, Special Education Programs, new newsletter editor. Contact him at:

420 S. Main Street
River College
Nashua, NH 03060
603/888-1311, x8563

And More!

CCBD and CASE will hold a joint meeting in the fall. The purpose is to strategize and plan how best to implement the findings from the National Policy Center at the University of Maryland on programming for EBD kids. **Margaret McLaughlin**, author of the study, will facilitate the meeting.

DDEL

Your Manuscripts Wanted!

The CEC Division for Culturally and Linguistically Diverse Exceptional Learners (DDEL) invites manuscripts for the 1995 spring issue of the ***Journal for Culturally and Linguistically Diverse Exceptional Learners***.

Manuscripts focusing on effective classroom/postsecondary practices, family/community empowerment techniques, research, and issues pertaining to culturally and linguistically diverse exceptional populations are welcomed.

Only manuscripts not previously published and not being considered for publication elsewhere may be submitted. The manuscript must conform to APA publication style. Deadline for submission is August 31, 1994.

Submit an original and four photocopies to: **Dr. Bridgie Alexis Ford**, DDEL Editor, Department of Counseling and Special Education, The University of Akron, Akron, OH 44325-5007, 216/972-6734.

CASE

CASE Election Results:

- **Pat Guthrie** • President Elect
- **Geri Muoio** • Unit Representative, CASE Executive Committee
- **George Spilker** • Treasurer
- **Bev McCoun** • CASE Governor

Also appointed were **Jonathan McIntire**, chair of the CASE Policy and Legislation

Continued on page 23.

Breaking the Chain of Violence

Violence is a chain that must be broken, and what better place to try than in our schools.

Imagine a classroom where the students are working cooperatively, engaging in various activities, and learning to deal with conflicts; where children understand and trust each other, where peace and calm prevail in an atmosphere conducive to learning.

Creating such a peaceful environment, where students get along and solve their own problems, can be a reality in a class for students with emotional and behavioral disorders. The teacher spends less time dealing with discipline and more time teaching.

Conflict Resolution

A conflict resolution program may be one of the answers. The results are not immediate, but a well-structured program, adapted to meet the special needs of students with emotional disorders, allows the teacher to plant the seeds that will bear fruit in the future. Peace can be passed on, one child at a time. This in turn causes the violence chain to break.

Through the "Mediation for Kids" curriculum of the Grace Contrino Adams Peace Foundation, students who are emotionally disturbed are taught to resolve their disputes with a neutral third party, bring problems out, and cooperatively come up with solutions.

Students as Problem-Solvers

The students themselves solve their problems, an effective method because children understand each other, and adults are not present to pose a threat. The goal is not to determine innocence or guilt, but to work out differences.

The message is that they can talk over differences without using their fists to get justice (often students in conflict don't get a chance to talk over a problem; thus, the problem escalates).

They learn to attack the problem—not the person. They learn to listen with respect and take responsibility for their actions.

Preventive Measures

If our students are to be contributing and participating members of society, they need to learn the skills necessary to deal with conflicts in creative and constructive ways. Conflict resolution skills and strategies for resolving conflicts are taught as a preventive measure. Students are empowered to find creative and nondestructive ways to settle conflicts and live in harmony in the world.

Peer Mediation

Mediation is used after the strategies have been tried. Mediation gives the students the

The Best! CEC Resources.

Tough to Reach, Tough to Teach: Students with Behavior Problems (CEC No. P387) Sylvia Rockwell. 1993. Presents classroom vignettes that will help teachers be prepared for encounters with disruptive, defiant, and hostile students. Provides insights into how to defuse those tough situations and gives both teachers and students ways of "saving face." ($14.00 for CEC members.)

Disruptive Behavior: Three Techniques to Use in Your Classroom. (CEC No. P390) Ennio Cipani, 1993. Provides teachers and other instructional personnel with an understanding of disruptive behavior and effective techniques to use in dealing with children who are disruptive in the classroom.

Non-Compliance: Four Strategies that Work. (CEC No. P389) Ennio Cipani, 1993. Provides an understanding of child noncompliance and techniques for dealing effectively with children who are noncompliant in the classroom.

Both books describe specific techniques that have been developed and validated in applied behavior management research—in both general and special education settings.

The techniques can be used in regular classes and resource programs providing consultation to regular education teachers, as well as in resource pull-out programs and special education classes. ($6.25 each for CEC members).

703/264-9467 to Order

opportunity to take responsibility for their own behavior. The process works because the students solve their own problems and feelings are dealt with. Mediation focuses on problem-solving and not revenge, punishment, or blaming. Lessons include:

- Active listening.
- Paraphrasing.
- Conflict clues.
- Fighting fair.
- Role playing of actual cases.

The challenge is for students to resolve conflicts "with skills, not fists," within the framework of Dr. Martin Luther King's philosophy of nonviolence and fighting fair. Students learn to apply these skills, strategies, and values of nonviolence and fighting fair to their lives. Learning the skills is integrated into all aspects of the curriculum.

Conflict resolution skills are probably the most valuable ones for responsible citizenship. The goal for students is to transfer them to their own lives so they can establish peaceful relationships not only in schools, but in their families and communities. Students who learn conflict resolution have an enhanced self-esteem, respect for all things, and skills needed to get along with others.

Success!

In the Program for Students with Emotional Disabilities at Sunset Elementary, we have been successful in breaking the violence chain. I have trained all of my students to be mediators. The program has been a tremendous boost to their self-esteem. Students have decorated "mediator" t-shirts, made buttons and posters, and instituted the "Peacemaker Award."

This award is given to any student in the school who is observed resolving a conflict in a peaceful manner. Businesses provide incentives such as t-shirts or other prizes for the recipients.

Two mediators are always on call and are ready to resolve conflicts, not only in the E.H. Program but in the regular school program as well. Incidents of violence, such as fighting, have greatly decreased.

Once we have learned to deal with violence in the schools and in our lives, we will be able to help decrease violence in our society. Building peace is our task and our challenge.

I-Care-Rules

The chain of violence must be broken. What better place to try than in our schools!

by Matty Rodriguez-Walling
Dade County Public Schools
Sunset Elementary, Miami, Florida
1994 CEC Clarissa Hug
Teacher of the Year Award Winner

More! CEC Resources On...

Emotional and Behavioral Disorders

CEC Mini-Library on Working with Behavioral Disorders. (CEC No. P346) Set of 9 books. CEC members pay $50.00. 1991. Individual titles may be ordered separately for $6.25 each. Includes, among others: **Conduct Disorders and Social Maladjustments: Policies, Politics, and Programming,** Frank H. Wood, et al. This booklet reviews the literature and examines issues associated with providing services to students who exhibit externalizing or acting-out behaviors in the schools. (64 references) CEC No. P338; $6.25 CEC members.

Reducing Undesirable Behaviors. Lewis Polsgrove, Ed. This booklet reviews the literature and offers procedures to reduce problem behavior in the school setting. (93 references) CEC No. P342; $6.25 CEC members.

CEC Mini-Library on Exceptional Children At Risk. (CEC No. P361) Set of 11 books. CEC members pay $62.00. Individual titles may be ordered separately for $6.25 each. Includes, among others:
Programming for Aggressive and Violent Students. Richard L. Simpson, et al. 1991. Provides implications of research for both administrators and practitioners. (90 references) CEC No. P350; $6.25 CEC members.

Order Today! Call: 703/264-9467

Behavior Management: Checklist for New Teachers

by Lynda Feeney

Now that the school year is almost over, I find myself evaluating the behavior management techniques I used this year and making a checklist to follow next year.

Behavior management is a powerful word that doesn't have a simple explanation, but after watching veteran teachers, I have discovered that, in essence, behavior management is the result of classroom management.

If I don't set the guidelines and expectations for the class, they are going to set them for me.

So what's on my checklist?

☐ Discuss Acceptable and Unacceptable Behavior

The first strategy to employ next year is a discussion of behaviors that the class feels are acceptable and unacceptable. I want them to acknowledge that they know the appropriate way to behave.

☐ Set Clear Expectations

From my discussion with the class, a list of expectations is developed and posted in the room. This reinforces student's awareness of how to behave.

☐ Set Clear and Fair Consequences

Along with the posted expectations will be a list of understood consequences that both the students and I feel fit unacceptable behaviors. Students will be more likely to uphold set expectations if they know there are consequences they do not want to face.

☐ Follow Through With Consequences

This is the hardest part, but follow-through for consequences is critical. It is important to reinforce positive behaviors and utilize the consequences for unacceptable behaviors.

☐ Utilize Incentives

Rewarding students for positive behavior and providing them with incentives for meeting set expectations provides them with an added reason for behaving appropriately.

☐ Teach, Practice, and Model Acceptable Behaviors

Not all of my students will be on the same level, and once the acceptable behaviors have been established, students may have to learn and practice these behaviors. I also need to consistently model these behaviors for my students so they have someone to follow.

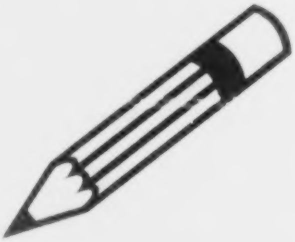
☐ Structure and Routine

This is the theme to my new behavior management plan. Implementing a consistent routine will provide daily structure. As the year progresses, my students will know what is acceptable and unacceptable because they will routinely face situations that demand they behave appropriately.

☐ Flexibility and Modification

Throughout the year, flexibility and modification are two words I need to remember. Not all students are going to adhere to the established expectations nor are all classes the same. I need to use my judgment and be flexible as well as let students know that reasonable modifications can be made if deemed appropriate.

I know that providing a framework allows instruction to continue without major disruptions, and my newly developed checklist will help to ensure that I can smile before Christmas and still feel confident my students are taking full advantage of the educational opportunities placed before them.



RECRUITMENT

CEC High School Clubs

Q. What CEC component has over 900 members, recruits future teachers into the field of education, and uses the energies and talents of its members to strengthen friendships and create advocates for individuals with exceptionalities?

A. CEC's High School Clubs do all this!

The CEC High School Club program is a model program that impacts the recruitment of qualified special educators, increases public awareness, and encourages community support for individuals with exceptionalities.

What is a CEC High School Club?
Students who are interested in sharing experiences with, advocating for, and building friendships with individuals with exceptionalities join CEC High School Clubs. Usually the Club members are interested in learning about the profession of special education as well.

Note, however, that not every Club is made up of high school students. We have 6th graders in New York and middle school students in Ohio who belong to CEC High School Clubs.

Who Can Start a CEC High School Club?
Students. Teachers/Advisors. Chapters. Federations. Anyone interested in the rewards of forming a club can put one together. Every club must have an advisor and a sponsoring CEC unit (chapter, federation, or branch).

What Are the Benefits of Starting a Club?
Students involved with CEC High School Clubs become familiar with the field of education. Club members form friendships and gain greater understanding about one another as they plan activities and events that foster socialization, advocacy, and peer development.

CEC High School Club presidents receive copies of *STEPS, TEACHING Exceptional Children*, and *CEC Today* throughout the year as well as other publications and informational material. Advisors and sponsoring units can utilize CEC materials as well as the information that is available from the ERIC Clearinghouse and the National Clearinghouse on Professions in Special Education.

Does CEC Provide Any Guidance to Get Things Started?
By July 1, 1994, a CEC High School Club Organizational Kit will be available to anyone interested in forming a club. The kit contains all the information needed to set up your club and get things off to a great start.

Contact: Karen Vermaire Fox, the Coordinator of Student Activities, at 800/845-6232 to request the kit and discuss your ideas for starting your club.

As you plan for next year and think about the activities that will go on at your school or within your chapter, consider starting a CEC High School Club. After all, the experiences you provide today will help others consider entering the profession tomorrow. ◆

Student Members Save
15%
with this coupon! (See page 15.)
On Symposium Registration
Multiple Voices, Multiple Perspectives
Nov. 10-12, 1994 • San Diego
1-800-224-6830

PARENTS

> ***"I don't know what to do! My 13-year-old son with ADHD and learning disabilities has been suspended from school for the fourth time this year because of discipline problems, and his school is thinking about expelling him. He's supposed to be taking medication during school, but the school does not follow up with this. He's a bright boy, but he's failing every subject."***

How to help your child.
By law, children have clearly defined rights to a free and appropriate education—as do their parents to participate in the educational decision-making process. Nothing is more effective than a parent advocating for his or her child!

There are a number of things parents can do to encourage a working partnership with their school and help assure that their child's educational needs are satisfied.

Monitor your child's progress.
If your child is not progressing, schedule a meeting with the teacher(s) and determine whether or not the program should be modified. As a parent, you can initiate changes in your child's educational program.

Selecting different supports, implementing new accommodations, and/or changing the child's placement can help in the management of challenging behaviors.

Document any disruption or lack of services your child is to be receiving in accordance with the IEP or 504 hearing.
Students with exceptionalities do require specialized services. This may include providing prescribed medication at designated times during the school day. In the instance above, the prescribed medication is not being administered properly. This needs to be brought to the attention of the teacher(s) and principal involved and corrected.

Support your teachers.
There are two specific ways you can help improve educational outcomes for your child:

- **Reinforce your child's skills:** Find out what you can do at home to encourage your child's progress.
- **Volunteer:** Anything you can do to help school staff has a positive effect in the classroom. Whether it's providing assistance in the classroom, chaperoning a field trip, or giving a half-hour typing or collating a memo at home for your child's teacher(s)—the result is more time for teaching staff to plan and improve practice for all students!

Know the law on disciplinary exclusion of special education students.

- To the maximum extent possible, the child with disabilities must remain or be placed in the least restrictive environment.
- If a student is to be suspended for longer than 10 days, the IEP team must convene and determine whether the disciplinary infraction was a manifestation of the child's disability.
- If the IEP team determines that the disciplinary action is a manifestation of the disability, the IEP should be reevaluated.

Advocate for your child.
Under the provisions of the Individuals with Disabilities Education Act (IDEA), parents have the right to request a due process hearing if they disagree with their child's identification, evaluation, or educational placement, or any aspect related to the provision of a free appropriate public education.

For more information...
National Information Center for Children and Youth With Disabilities (NICHCY) • 1-800-695-0285. NICHCY offers resource information and/or the addresses of Parent Advocacy Groups in your state.

Parent and advocacy groups. Parent training and information projects or protection and advocacy agencies are located in each state.

Note:
ERIC Digest #460 • *Rights and Responsibilities of Parents of Children with Disabilities* and #453 • *Disciplinary Exclusion of Special Education Students* were used as resources for this article and can be ordered by calling **1-800-328-0272**.

FOCUS ON DIVERSITY

Reaching and Teaching Culturally Diverse Exceptional Students:

CEC's 1994 Multicultural Symposium

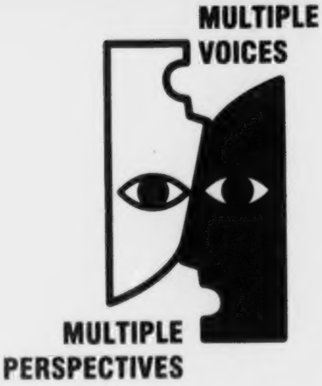
Improve reaching and teaching students with exceptionalities who are also culturally and linguistically diverse (CLD). Join CEC and DDEL for the 1994 Symposium on Multicultural Exceptional Learners: **Multiple Voices, Multiple Perspectives.**

An Appropriate Education... Learn how to meet the specialized needs of CLD learners to ensure an appropriate education for ALL children with disabilities.

The Underserved... Culturally diverse learners are traditionally underserved in programs for the gifted. Explore new alternative assessment techniques and educational strategies.

Stretching Resources... Collaboration is an effective means of stretching resources and providing a higher level of service to CLD exceptional learners. Learn how to mobilize parents and community agencies on behalf of your students.

Learn How to Win Grants... Mentors will be available to provide advice on developing research and personnel preparation grant proposals. Make an appointment to have your proposal reviewed.



November 10-12, 1994
San Diego, California

Call Now for Your Best Rates!
1-800-224-6830

Registration:	**Now**	**On-Site**
Member:*	**$189**	$228
Nonmember:	**$229**	$278

*Call: **Holiday Inn on the Bay** directly for hotel reservations* ***1-800-422-9743***

**Student Members see p. 13 for Discount Coupon. Coupon must accompany registration form.*

Skill-Building Sessions in:

Practical Strategies
- Cultural Identity Developmental Models for Planning Culturally Responsive Reading and Writing Instruction
- Strategies for Working with African-American Males
- Lessons from Gifted Women of Color
- Assessment/Observation of Problem-Solving and Multiple Intelligences in CLD Students
- Developing Social and Leadership Skills Among Gifted African-American Youth
- General Principles for Effective Instructional Environments
- Intervention Strategies for CLD Students with Speech-Language Disorders

Forging Partnerships
- Partnerships with Families from CLD Backgrounds
- Forging Partnerships Between Language Specialists to Serve CLD Exceptional Learners
- Authentic School-Community Collaborative Networks

Emerging Issues and Trends
- Racial and Ethnic Minorities with Disabilities: Challenges and Choices
- Multiple Perspectives on Assessment
- Bilingual Psychoeducational Assessment Research

Diversity and Inclusion
- Inclusion of Multicultural Exceptional Learners
- Support Structures for CLD Students in Inner Cities
- Social Capital Networks
- The Implications of Diversity and the Competence Needed to Include Asian Americans

And More!
- Interact with experts in the field at Roundtable Sessions.
- Programs for Hispanic preschoolers who are developmentally delayed
- Transition: School-to-Life in Rural Reservation Communities

CANADIAN CEC FUNDRAISER!

Participate!
The 10th Annual Franklin Charity
Pro Am Classic Golf Tournament
July 20, 1994
Dundee Country Club
New Dundee, Ontario

Donations from the tournament support Canadian CEC's "Keeping in Touch" newsletter as well as CCEC Franklin Scholarships to four graduating students! Special thanks to Franklin T. Zolnai our tournament host!

CANADIAN CEC MEMBERSHIP APRIL AND MAY 1994

	April	May
Alberta	176	175
British Columbia	306	303
Manitoba	340	341
New Brunswick	27	26
Newfoundland	39	40
Nova Scotia	103	100
Ontario	1,598	1611
Prince Edward I.	4	4
Quebec	86	88
Saskatchewan	172	168
Total	**2851**	**2856**

CCEC has a Strategic Plan Goal of 10% Growth Annually 1994-1996

CHALLENGING EVERY CHILD

November 2-5, 1994
Palliser Hotel

Join us for the Canadian CEC Congress '94 in Calgary, Alberta—Canada's Olympics '88 city, and gateway to the magnificent Canadian Rockies. Visitors are treated to fun, festivals, shopping, theatre, delicious international cuisine, and unrivaled hospitality.

For more information on any of the events seen here, contact:

The CCEC Office
1010 Polytek Court, Unit 36
Gloucester, Ontario K1J 9J2
613/747-9226 • Fax 613/745-9282

Inclusion in Canada

Canadian CEC recently released the brochure entitled, ***"The Spirit of Inclusion in Canadian Schools,"*** describing provincial guidelines. Here's an excerpt.

Prince Edward Island. "Special needs children will be educated in the environment that is the most enabling and that allows opportunities for them to interact with their non-special needs peers."

Quebec. "For the vast majority of students, the regular classroom is an environment that is particularly suited for learning, because of the stimulation offered by other people, among other reasons...Therefore, the regular class should be the first choice of all school boards."

Ontario. The ministry is committed to increasing opportunities for the integration of exceptional pupils into regular classrooms and is currently working in consultation with interested groups and individuals to develop a proposed policy.

Manitoba. "The level and degree of integration of children with special learning needs is determined by a process which takes...into consideration...the particular needs of the child, the needs of other students, the policy directions... (of) the school division/district, the view of parents and what is appropriate and reasonable."

Saskatchewan. "Education in Saskatchewan is based on the belief in the innate value and dignity of all people and the understanding that the inclusion of people with exceptional needs into every aspect of community life benefits all...in society."

New Brunswick. "In 1986 legislation was introduced to improve educational programs for exceptional students and emphasized the placement of students with exceptionalities into regular classrooms."

Newfoundland. "All students are entitled to programs designed to respond to their individual strengths and needs which are provided in the most enhancing environments. The policy promotes the idea of a continuum of supports."

Nova Scotia. "The issue no longer is whether students with exceptional needs should or should not be integrated, but what support is needed for integration to be successful."

Alberta. "It is also about the articulation and coordination of programs, funding, and facilities... There is a need for a variety of partners to work together as a team to meet each student's needs."

British Columbia. "A board shall ensure that an administrative officer offers to consult with a parent of a student [with disabilities] regarding... placement."

Yukon. "The Education Act 1990 requires that all students with exceptionalities be provided with an IEP implemented in 'the least restrictive and most enabling environment...'"

Northwest Territories. "Inclusive schooling shall be (a) characterized by equal access, (b) ...builds on student strengths and needs, (c) community based, and (d) shall promote the involvement of parents...in their children's education." ◆

INTERNATIONAL

Forging New Links

by Candace S. Bos and Todd Fletcher

TUCSON, AZ, April 21-23, 1994—The Council for Exceptional Children—viewed as a major force for exchanging information and linking Mexican and American educators—was invited to participate in the First Inter-American Symposium on Disability for the United States and Mexico. The symposium was entitled, "International Year of the Family: Families and Communities in Action, Commitment for the 21st Century."

The event, cosponsored by the University of Arizona and the Universidad de las Américas, reflected the cooperative spirit set forth by the recent signing of the North American Free Trade Agreement (NAFTA). **Candace Bos** and **Todd Fletcher**, Arizona Chapter #195, served as co-chairs.

CEC and CEC Divisions—**DDEL**, **DLD**, and **DCDT**—participated with over 200 representatives from government, education, rehabilitation, business, advocacy, and parent organizations to develop collaborative action plans and initiatives in the areas of families and early childhood, education, the arts, and business and employment that will empower Hispanics and Mexicans with disabilities and their families.

As a result of the symposium, the following are underway:

- ✔ Facilitation of information exchanges through CEC with major organizations in Mexico.
- ✔ Initiation of school/business partnerships to support the employment of youth and young adults with disabilities in the maquiladoras across the border.
- ✔ Expansion of student, faculty, and professional exchanges.
- ✔ Planning for the Second Inter-American Symposium to be held near Mexico City in May 1995.
- ✔ Formation of Arizona Fiesta Educativa, a parent support and advocacy organization for Hispanic families of children with disabilities.

Call: Candace Bos • University of Arizona, 602/621-3248, for more on how to participate. ◆

RUSSIA

CECers Get Help to Russian Students

CEC DISES members and others from the USA-CIS-Baltics Consortium are involved in plans for another trip to Russia in October. This trip will include:

- Delivery of approximately $100,000 worth of children's hearing aids, batteries, and equipment for children with hearing impairments to the Audiology Laboratory in St. Petersburg.
- Planning for long-term parent advocacy and leadership training within the Russian context.
- Technical assistance by American early childhood special education experts for an early intervention program in St. Petersburg.

Additional activities are being planned with the Ministry of Education of Russia in Moscow and with personnel from Urals State Pedagogical University in Ekaterinburg.

For further information, contact: Judy Smith-Davis • 703/239-1557. ◆

UNITED KINGDOM

Mark your calendars now for **The International Special Education Congress - ISEC '95,** April 10-13, 1995, Birmingham, U.K.

More than 70 countries and international organizations including CEC and UNESCO will be represented at the Congress to exchange and share classroom practice as well as the policy and practice information in special education in other countries.

Contact: Bob Henderson, Professor Emeritus Special Education • Dept. of Special Education • University of Illinois • 1310 South Sixth, Champaign, IL, 61820 • 217/333-0260 • Fax: 217/333-6555.

RESOURCES AND MORE!

Managing Behavior

A primary objective in teaching is to provide an atmosphere conducive to learning. Often this is difficult when one or more students displays inappropriate behavior, distracting other students and interrupting instruction. The ERIC Digest, ***"Managing Inappropriate Behavior in the Classroom"*** (E408) addresses ways to prevent, decrease, or at least manage unwanted behaviors. The digest suggests:

"The [classroom] setting should be appealing,with attention given to varying the physical features and the schedule to prevent boredom in both the teacher and the student.

Teachers should let students know specific do's and don'ts: which behaviors are expected or desired and which will not be tolerated. Then teachers must consistently reinforce the desired behaviors while ignoring or in some other way extinguishing the undesirable ones."

How can teachers decrease unwanted behavior?
Teachers can reward a student when a specified behavior does not occur, or when it occurs below a designated frequency or duration level...

Overcorrection is another possibility. Teachers instruct students to correct the inappropriate behavior and execute the act within a natural sequence of events.

Punishment and Motivation
Punishment can be defined as a technique that decelerates the frequency of a behavior when it is given contingent on that behavior. Reprimands, frowns, reminders, and other subtle expressions can serve as punishment and can be very effective when used appropriately.

The digest also addresses increasing student motivation for academic tasks, token economies, and incorporating group methods that will work.

In addition, some general guidelines are suggested for managing behavior:

- Examine the events that maintain students' behavior.
- Keep comparison data on whether or not an approach is working—during baseline and treatment phases.
- Consider a variety of techniques.
- Combine approaches to be more effective, e.g., a teacher might praise appropriate behavior and ignore inappropriate behavior.
- Concentrate on teaching new behaviors and deal with inappropriate ones only when they interfere with the individual's or group's learning.

Answers at your fingertips!
For ERIC Digest E408 and others, call 1-800-328-0272.

RESOURCES

The ERIC database contains information on a variety of discipline issues ranging from behavior disorders to gang behavior and teaching students respect and responsibility. A sample of titles follows.

Behavioral Disorders: Focus on Change. ERIC Digest #518. *ED358674/EDRS.* 1-800-443-ERIC.

School Discipline. ERIC Digest, Number 78. Gaustad, Joan; Dec 1992. *ED350727/EDRS.* 1-800-443-ERIC.

Personnel Preparation Programs in Behavior Disorders and Severe Emotional Disturbances and Autism. The National Clearinghouse for Professions in Special Education. *CEC. 703/264-9467*

Schools Attack the Roots of Violence. ERIC Digest, Number 63. Gaustad, Joan; Oct 1991. *ED335806/EDRS.* 1-800-443-ERIC.

School Discipline Practices. A Manual for School Administrators. Rosen, Lou; 1992. *ED357440/EDRS.* 1-800-443-ERIC.

Special Discipline for Special Kids. Stover, Del. American School Board Journal, v179 n1; Jan 1992. *EJ437629/UMI. 1-800-521-0600 x2533.*

Handicapped Students: The Expulsion Question. Vogt, Jeannie G.; McGee, Jerry C. Aug 1991. *ED-335788/EDRS.* 1-800-443-ERIC.

RESOURCES

Handbook on Gangs in Schools: Strategies to Reduce Gang-Related Activities. Lal, Shirley R.; And Others. 1993. *Corwin Press Inc., 2455 Teller Road, Newbury Park, CA 91320 ($15).*

Violence in the Schools: How To Proactively Prevent and Defuse It. Roadmaps to Success: The Practicing Administrator's Leadership Series. Curcio, Joan L.; First, Patricia F. 1993. *Corwin Press, Inc., 2455 Teller Road, Newbury Park, CA 91320.*

Dealing with Conflict and Aggression in the Classroom: What Skills Do Teachers Need? Van Acker, Richard. *Teacher Education and Special Education,* v16 n1. Win 1993. *EJ468861/UMI. 1-800-521-0600 x2533.*

Reentry to the Regular Classroom from Pull-Out Programs: Reorientation Strategies. Lazzari, Andrea M.; Wood, Judy W. *TEACHING Exceptional Children,* v25 n3. Spr 1993. *EJ459596/UMI. 1-800-521-0600 x2533.*

What Do I Do When...? How To Achieve Discipline with Dignity in the Classroom. Mendler, Allen N. 1992. *National Educational Service, 1610 West Third Street, P.O. Box 8, Bloomington, IN 47402 ($18.95).*

We Broke the Cycle of Failure by Making "Bad Kids" Winners. Nagler, Barbara. *Executive Educator,* v13 n6. Jun 1991. *EJ426950/UMI. 1-800-521-0600 x2533.*

Promoting Safe, Disciplined, and Drug-Free Schools: National Education Goal 6 and Students with Disabilities. Brief Report 7; Jun 1992. *National Center on Educational Outcomes (NCEO), 350 Elliott Hall, 75 E. River Rd., Minneapolis, MN 55455 ($1).*

Increase Your Professional POWER!

Practical Answers to Working with Students in Inclusive Schools

CEC Summer Institute!
Join us in San Diego, CA, August 4-6, 1994, for the Inclusive Schools Institute, "Building Partnerships for Diversity."

Don't Miss Exciting Sessions!
All concurrent session presenters will offer useful ideas and suggestions that can be easily transferred to your school and/or classroom.

- **Explore** the latest research, programs, and strategies!
- **Learn** practical techniques!

Skills-Building! Including:

- **Inclusion: Getting it All Together** • J. Frederick West
- **Professional Collaboration** • Jeanne Bauwens & Suzanne Robinson
- **Teacher Competencies for Inclusion** • Lori Ellis
- **Barriers/Obstacles for Students with Emotional/Behavioral Disorders** • Joyce Rademacher
- **Peer Mediation** •Anita Archer

Hear presentations by elementary, middle, and high school teams. School personnel share how they have moved toward being inclusive schools.

Includes... Strategies for Principals and General Educators Too!

Call 1-800-224-6830 and register today!

REGIONAL EVENT

NEW!

Inclusive Schools Institute:

Building Partnerships for Diversity

Coming soon to your area!

San Diego, California	August 4-6, 1994
Philadelphia, Pennsylvania	October 27-29, 1994
Dallas, Texas	February 16-18, 1995

Preregistration Tuition
Member: $189 Nonmember: $229
On-Site Tuition
Member: $228 Nonmember: $278
Materials $35

Ask About the ADD Workshop!

Call Now! 1-800-224-6830

FREE Tuition for Your 5th Team Member! *Call for details.*

Maintenance of Attendance: School Exemption, Exclusion, Suspension, or Expulsion

The school's commitment to compulsory, universal education has often been circumvented by the indiscriminate use of exemption, exclusion, and expulsion. Children with exceptionalities have frequently been excluded from schools on the unacceptable grounds that they were uneducable, had undesirable characteristics, or disrupted the education of other children.

Legal decisions in recent years have emphasized the right of children to attend school unless their presence is provably harmful to others. Other decisions have enunciated the doctrine that children have a legal right to education and therefore cannot be excluded from all or part of school activities without legal procedures.

Although children are normally exempted from school for routine reasons of illness or family arrangements, long-term exemptions should be permitted only under extraordinary conditions and should be under continual review.

Since no child's right to an education may be legally abrogated, the exclusion of any child on the ground that no facilities are available for that child cannot be tolerated. For several decades, the trend in state and provincial laws has been to develop special education services at local levels. Special programs for a small number of children with exceptionalities that may seem impractical can often be made possible by innovative approaches and uses of available regular and consultative personnel.

CEC Policy The exemption, exclusion, suspension, or expulsion of children from all or part of school activities should not be permitted except under extraordinary conditions and with due acknowledgement of their legal rights. In such cases, appropriate levels of alternative instruction should be available.

a. All exclusions should be for stated periods of time and should include definite provisions for admitting or readmitting the child to school.

b. A child so excluded should remain the continuing responsibility of the schools. During the period in which the student is not in school, plans to modify the child's behavior and meet with parents and others to review the appropriateness of the program are encouraged so that the child can be readmitted as soon as possible.

c. Outside agencies should be involved when necessary to facilitate readmission.

d. An accurate register should be maintained by local school agencies and by state or provincial agencies of all children exempted, excluded, suspended, or expelled from all or parts of school programs and of the reasons for the excluding action.

e. To prevent the exclusion of children with exceptionalities from local schools, state and provincial agencies should assess the gaps and needs in community services and cooperate with local schools in filling them.

When behavior triggering disciplinary action is not related to a student's exceptionality or to the provision or lack of provision of special education or related services, an education agency may suspend or expel a student who has a disability using the agency's standards and procedures applicable to students who are not disabled. ◆

Physical Intervention

The Council recognizes the right to the most effective educational strategies to be the basic educational right of each special education child. Furthermore, the Council believes that the least restrictive positive educational strategies should be used, as they relate to physical intervention, to respect the child's dignity and personal privacy. Additionally, the Council believes that such interventions shall assure the child's physical freedom, social interaction, and individual choice. The intervention must not include procedures that cause pain or trauma. Intervention techniques must focus not only on eliminating a certain undesirable behavior, but also upon a determination of the purpose of that behavior, and the provision/instruction of a more appropriate behavior. Lastly, behavior intervention plans must be specifically described in the child's written educational plan with agreement from the education staff, the parents and, when appropriate, the child.

The Council recommends that physical intervention be used only if all the following requirements are met:

a. The child's behavior is dangerous to herself/himself or others, or the behavior is extremely detrimental to or interferes with the education or development of the child.

b. Various positive reinforcement techniques have been implemented appropriately and the child has repeatedly failed to respond as documented in the child's records.

c. It is evident that withholding physical intervention would significantly impede the child's educational progress as

PROFESSIONAL POLICIES (Continued)

explicitly defined in his or her written educational plan.

d. The physical intervention plan specifically will describe the intervention to be implemented, the staff to be responsible for the implementation, the process for documentation, the required training of staff and supervision of staff as it relates to the intervention and when the intervention will be replaced.

e. The physical intervention plan will become a part of the written educational plan.

f. The physical intervention plan shall encompass the following provisions:

  1. A comprehensive analysis of the child's environment including variables contributing to the inappropriate behavior.
  2. The plan to be developed by a team including professionals and parents/guardians, as designated by state/provincial and federal law.
  3. The personnel implementing the plan shall receive specific training congruent with the contents of the plan and receive ongoing supervision from individuals who are trained and skilled in the techniques identified in the plan.
  4. The health and medical records of the child must be reviewed to ensure that there are no physical conditions present that would contraindicate the use of the physical intervention proposed.
  5. The impact of the plan on the child's behavior must be consistently evaluated, the results documented, and the plan modified when indicated.

The Council supports the following prohibitions:

a. Any intervention that is designed to, or likely to, cause physical pain.

b. Releasing noxious, toxic or otherwise unpleasant sprays, mists, or substances in proximity to the child's face.

c. Any intervention that denies adequate sleep, food, water, shelter, bedding, physical comfort, or access to bathroom facilities.

d. Any intervention that is designed to subject, used to subject, or likely to subject the individual to verbal abuse, ridicule or humiliation, or which can be expected to cause excessive emotional trauma.

e. Restrictive interventions that employ a device or material or objects that simultaneously immobilize all four extremities, including the procedure known as prone containment, except that prone containment may be used by trained personnel as a limited emergency intervention.

f. Locked seclusion, unless under constant surveillance and observation.

g. Any intervention that precludes adequate supervision of the child.

h. Any intervention that deprives the individual of one or more of his or her senses.

The Council recognizes that emergency physical intervention may be implemented if the child's behavior poses an imminent and significant threat to his or her physical well-being or to the safety of others. The intervention must be documented and parents/guardians must be notified of the incident.

However, emergency physical intervention shall not be used as a substitute for systematic behavioral intervention plans that are designed to change, replace, modify, or eliminate a targeted behavior.

Furthermore, the Council expects school districts and other educational agencies to establish policies and comply with state/provincial and federal law and regulations to ensure the protection of the rights of the child, the parent/guardian, the education staff, and the school and local educational agency when physical intervention is applied. ◆

Corporal Punishment

The Council for Exceptional Children supports the prohibition of the use of corporal punishment in special education. Corporal punishment is here defined as a situation in which all of the following elements are present: an authority accuses a child of violating a rule and seeks from the child an explanation, whereupon a judgment of guilt is made, followed by physical contact and pain inflicted on the child. The Council finds no conditions under which corporal punishment so defined would be the treatment of choice in special education. ◆

These policies are from the CEC Policy Manual that will be available for purchase in the fall.

CEC Today

CEC Guides Congress

Continued from page 3.

While the placement may not be changed, this does not preclude the agency from using its normal procedures for dealing with children who are endangering themselves or others."

The stay-put provision was originally put into law to ensure a child's placement was not changed without parental consent. The placement of a child with a disability should not be changed until the parents and the school agree to the change or, barring an agreement, a decision had been reached through legal proceedings.

Honig Decision and the 10-Day Expulsion Limit

In *Honig v. Doe* (1988, 485 U.S. 305), the Supreme Court prohibited state or local school authorities from unilaterally excluding children with disabilities from the classroom for dangerous or disruptive conduct related to their disabilities during the pendency of review proceedings.

The Court held that an expulsion or suspension of such a child for longer than 10 days constitutes a change in placement. Therefore, after the 10-day period, the stay-put provision applies, and the child must be returned to her or his current placement. The child must remain in this placement during any due process proceedings.

The Supreme Court did allow the schools to overcome the stay-put provision if school officials can show that:

"maintaining the child in his or her current placement is substantially likely to result in injury either to himself or herself, or to others."

This ruling allows schools to seek court injunctions to prevent dangerous students from returning to the current placement after 10 days.

Behavior as Manifestation of Disability

While IDEA and the courts have provided procedural safeguards for students with disabilities, disrupting behavior must be shown to be a manifestation of the disability for the stay-put provision and the 10-day suspension limit to apply. Children with disabilities whose behavior is not a manifestation of their disability may be disciplined in the same way as their nondisabled peers.

Schools, however, must continue to provide special education services to all children with disabilities.

Alternatives

In this article, we have tried to briefly explain provisions in IDEA and in the Honig Supreme Court decision that affect the discipline of children with disabilities. The U.S. Department of Education has reinforced these provisions through policy letters and has proposed alternative methods of disciplining students with disabilities.

These alternative methods include: the use of study carrels, timeouts, or other restrictions in privileges, to the extent that they would not be inconsistent with the child's IEP.

Call to Action

While children with disabilities are more likely to be victims of violence rather than perpetrators, CEC will continue to address this issue and provide Congress with guidance.

Together, CEC members will address the issue of violence in our nation's schools. As educators, parents, and administrators we want our classrooms to be safe and nurturing places where all children can learn. We will not shrink from addressing the discipline of children with disabilities, but we will not allow children with disabilities to be made scapegoats.

The violence in our schools is a threat to all children and must be confronted without stereotyping our students.

"We all know that if there were no disabled children in the classroom, there would still be violence in our classrooms and violence in our schools."

--Assistant Secretary Judith Heumann. ◆

Send Us Your Input...

During the reauthorization of IDEA, many questions have been and will continue to be asked regarding the stay-put provision.

CEC believes we can only answer these questions after hearing from our members. Send your input on the following questions and/or written comments you might have regarding the stay-put provision to CEC • Dept. of Public Policy • 1920 Association Drive • Reston, VA 22091-1589.

1. Should a child with a disability who has been suspended be returned to his or her current placement during legal proceedings?

☐ Yes ☐ No

2. Should schools be given more latitude in changing the placement of a child if school officials believe the child is dangerous?

☐ Yes ☐ No

Division Growth: May 1993 to 1994

	May '93	May '94	Difference 94-93	% Change
CASE	4778	4792	14	0.29%
CCBD	8438	8468	30	0.35%
CEC-DR	1043	1038	-5	-0.48%
CEC-PD	339	404	65	16.09%
CEDS	1631	1506	-125	-8.30%
DCCD	2473	2406	-67	-2.78%
DCDT	1582	1992	410	20.58%
DDEL	1290	1376	86	6.25%
DEC	7084	7016	-68	-0.97%
DISES	813	888	75	8.45%
DLD	13376	13534	158	1.17%
DPHD	1579	1314	-265	-20.17%
DVH	915	927	12	1.29%
MRDD	6756	7022	266	3.79%
TAG	1778	1822	44	2.41%
TAM	1392	1514	122	8.06%
TED	2732	2780	48	1.73%
Total:	**57,999**	**58,799**	**800**	**1.36%**

Division Focus

Continued from page 9.

Committee and **Barb Leadholm**, chair of the Membership Committee.

CASE Awards:

Sally Pisarchick • Harrie M. Selznick Award for Distinguished Service.

Tom Jescke • Outstanding Administrator.

CASE Governance:
CASE adopted extensive constitutional changes and adopted concomitant changes to the CASE Policy Manual.

DCCD

DCCD Election Results:

Mary Radaszewski-Byrne • President
Don Tibbits • President Elect
Kathy Coufal • Vice President
Judith Grimm • Secretary
Stan Dublinske • Treasurer and Board of Governors Representative

Also appointed was **Rebecca Flaton**, Membership Chair.

DCCD Awards:

Honors of the Division were presented to **Betty Schultze** in recognition of her service to the Division at the local, state, and national levels.

CEC-PD

Congratulations!

Jim Gallagher as the second recipient of the Romaine P. Mackie Leadership Award!

Also congratulations to Pioneer members who received CEC awards: **Jean Hebeler**, CEC-PD Treasurer: J. E. Wallace Wallin Award; **Eleanor Guetzloe** and **Bill Littlejohn**: CEC Outstanding Contributor Award.

CEC-PD Election Results:

Elected to Pioneer offices were: **Parthenia Cogdell**, Vice President and **Helen Bessant-Byrd**, Secretary. Congratulations and best wishes as you assume your offices July 1.

Special Thanks!

We had a good convention in Denver but would be remiss if we didn't give a big THANK YOU to **Sy Wallach** for planning the best attended (68) CEC-PD dinner yet. Sy is a great cook.

CEC-PD Growth:

We have had a good year with production of a new membership brochure and the establishment of the Illinois and California subdivisions.

"I Have a Dream Fund"

CEC-PD efforts in Denver are leading to the creation of the June Jordan "I Have a Dream Fund" as a memorial dedicated to the collection and preservation of CEC history.

DISES

DISES Election Results:

William H. Berdine • President
Richard Gargiulo • President-Elect and Conference Advisory Chair
Virginia Dixon • Awards Chair
Louise Fulton • Vice President
George Holt • Secretary-Treasurer
Judy Smith-Davis • Board of Governors Representative
Jan Schorr • Member-at-Large
Lynn Hatfield • Canadian Representative. ◆

CEC Today

CALENDAR OF CEC EVENTS

JULY

July 7-9, 1994
School to Work Transition: LCCE Regional Training
CEC, Reston, VA. Call CEC, **800/500-5223.** Hotel reservations, call the Marriott Suites, 800/228-9290; 703/709-0400.

July 20-22, 1994
Research Project Directors' Conference
Hosted by the ERIC/OSEP Special Project. ANA Hotel, Washington, DC. Call CEC, **703/264-9482.**

AUGUST

August 4, 1994
ADD Workshop.
Hanalei, San Diego, CA. Call CEC, **800/224-6830**. Hotel reservations, call the Hanalei, 800/882-0858; 619/297-1101.

August 4-6, 1994
Institute on Inclusive Schools
Hanalei, San Diego, CA. Call CEC, **800/224-6830.** Hotel reservations call the Hanalei, 800/882-0858; 619/297-1101.

August 4-6, 1994
School to Work Transition: LCCE Regional Training
Minneapolis Hilton & Tower, Minneapolis, MN. Call CEC, **800/500-5223.** Hotel reservations call the Minneapolis Hilton & Tower, 800/445-8667; 612/376-1000.

SEPTEMBER

Sept. 30-Oct. 2, 1994
MRDD's 4th International Conference, "Common Goals: Inclusion, Transition, Life Skills... for the 21st Century"
Woodfield Hilton and Towers Conference Center, Arlington Heights, IL. Contact Iris Kerbis Puccini, Niles North High School, 9800 N. Lawler, Skokie, IL 60077, **708/933-8863.**

OCTOBER

October 5-9, 1994
1994 Annual International DEC Conference "Into the 21st Century: Creating Inclusive Communities Together"
Adams' Mark Hotel, St. Louis, MO. Contact DEC 1994 Conference, 3 Church Circle, Suite 194, Annapolis, MD 21401; **410/269-6801.**

October 6-8, 1994
School to Work Transition: LCCE Regional Training
Airport Marriott, Rochester, NY. Call CEC, **800/500-5223.** Hotel reservations call the Airport Marriott, 800/228-9290; 716/225-6880.

October 13-15, 1994
Florida Federation Conference, "Including Each Child"
Hilton at Metro Center, Tampa, FL. Call Jan Schorr, **904/274-3440.**

October 20-21, 1994
Kansas State CEC Federation, "It Takes a Whole Village to Raise a Child"
Holidome Hotel, Manhattan, KS. Call Mark Goor, **316/341-5822.**

October 27, 1994
ADD Workshop
Hyatt-Cherry Hill, Philadelphia, PA. Call CEC, **800/224-6830.** For hotel reservations call the Hyatt-Cherry Hill, 800/223-1234; 609/662-1234.

October 27-29, 1994
Institute on Inclusive Schools
Hyatt-Cherry Hill, Philadelphia, PA. Call CEC, **800/224-6830.** Hotel reservations call the Hyatt-Cherry Hill, 800/223-1234; 609/662-1234.

October 27-29, 1994
Saskatchewan CEC Federation Conference, "Making Tomorrow Better"
Moose Jaw, Saskatchewan. Call Jan Rowlinson or Carol Smith **306/693-4631.**

The Council for Exceptional Children
1920 Association Drive
Reston, VA 22091-1589

NONPROFIT
ORGANIZATION
U.S. POSTAGE
PAID
RICHMOND, VA
PERMIT NO. 930

CEC Today

Vol. 1 No. 4 • The Council for Exceptional Children • 1920 Association Drive • Reston, VA 22091-1589 • 703/620-3660

CEC Forges New Gifted Partnerships

School Reform and Alternatives for Educating Students with Exceptionalities

CEC has taken on school reform relative to the education of students with disabilities and the education of students who are gifted. Two meetings were held this spring; one on inclusive schools dealing primarily with ways school-based teams are providing education to students with disabilities and the other on gifted education and school reform.

These meetings were unique in that they enlisted other key education associations as participants, enhancing the outreach potential of the events. Both meetings tapped practitioner's experiences.

Highlights of the Working Forum on Inclusive Schools will be published in the next ***CEC Today***. This issue features some of the connections made at the Symposium on Gifted Education and School Reform.

A Beginning. An exciting collaborative gathering of general educators and educators of gifted students took place on May 19-22, 1994, at the Aspen Institute in Queenstown, Maryland, to explore ways to work together to meet the needs of gifted and talented students in the context of school reform.

Participants. Participants from nine educational associations including The Association for the Gifted, The National Association for Gifted Children, The Council of State Directors of Programs for the Gifted, the Association for Supervision and Curriculum Development, the Coalition of Essential Schools, The Accelerated Schools Project, The National Education Association, the Council of Chief State School Officers, and Quality Education for Minorities were represented.

Also attending were representatives of the National Research Center on the Gifted and Talented and American Indian Research and Development, Inc. Teams from seven states considered to be in the vanguard of gifted education and school reform also joined the discussion.

Consensus. Educators of gifted students and advocates for school reform both want more effective teaching and learning to meet the needs of all students and help them achieve their maximum potential as learners.

Continued on page 3.

See Inside for...

CEC Readers Respond .... Page 6
Surf'n the Net .... Page 10
CEC Policies on Gifted ..... Page 18

Next Month - Inclusive Schools!

VIEWPOINT

The Essentials of Gifted Education

By Patricia O'Connell Ross, Director of the Javits Gifted and Talented Program, Office of Education, Office of Educational Research and Innovation.

There are three educational essentials that the Federal government is working to address: Providing Opportunity, Defining Higher Expections and Standards, and Ensuring Resources.

Providing Opportunity

In ***"National Excellence: A Case for Developing America's Talent"***—the national report prepared by the Office of Educational Research and Improvement, U.S. Dept. of Education—we state "The United States is squandering one of its most precious resources—the gifts, talents and high interests of many of its students... This problem is especially severe among economically disadvantaged and culturally and linguistically diverse students, who have access to fewer advanced educational opportunities and whose talents often go unnoticed."

American education needs to be "racheted up" allowing a broad range of students opportunities to perform at higher levels. This can be accomplished by offering advanced learning opportunities in the regular classroom.

"The classroom, school organization and instructional strategies must be designed to accommodate diversity and to find the strengths in all children."

Defining Higher Expectations and Standards

The second essential is to raise expectations for all students in America, including those with outstanding talent. All students need to meet high standards in both content and skill.

"Achieving success for all students is not equated with achieving the same results for all students."

Defining what high levels of performance and how you get the students there is critical to our educational community.

Ensuring Resources

To create systems that are more coherent and unified, support structures and resources **must** be devoted to developing teachers. Federal initiatives must continue to reflect the resources required to make policies happen.

"The community [must] provide the resources needed to adapt and enrich the curriculum to meet students needs. School faculty and administrators [must] ensure that community and school resources are matched with students' strengths and needs"

Goals 2000 is one of the ways in which the Federal government is addressing these issues. Gifted and special education have developed strategies and curriculum that can make a substantive contribution to all of education—in pursuit of these goals and a premier educational system.

CEC has been working hard to improve practice and secure results for all students in these three essential areas as evidenced through the many activities of CEC, CEC divisions, and individual members. This will surely make a difference in our schools of the future.

Quotations from ***"National Excellence: A Case for Developing America's Talent"***—the Office of Educational Research and Improvement, U.S. Dept. of Education

Inside

CEC Today is published by
The Council for Exceptional
Children, 1920 Association Drive,
Reston, VA 22091-1589
Telephone: 703/620-3660
July 1994 • Vol. 1, No. 4

CEC Forges New Gifted Partnerships 1
Viewpoint 2
Featuring Pat O'Connell Ross
Advocacy in Action 4,5
Growth 6,7
Your Responses to CEC Today
Division Focus 8,9
Teacher-to-Teacher 10,11

CEC Forges Partnerships

Continued from cover.

Both groups:

- Want students to have the opportunity to learn at the highest levels possible.
- Recognize the importance of being able to manipulate time to more efficiently and effectively meet the needs of students with diverse needs.
- Embrace instructional rigor and high standards.
- Believe change has to occur at the school level; top-down policy doesn't work.
- See professional development as the critical variable.

Next Steps. Next steps for bringing gifted education and school reform agendas into closer alignment fall into three areas: attitude, structure, and focus. Some of the recommendations included:

Attitudes:

- Begin with the people you are already collaborating with and make all new initiatives collaborative.
- Develop concrete examples of how gifted students can be served within various reform models.
- Work for change at the school and local levels.

Structures:

- Aim awareness level activities aimed at policymakers, parents, and students.
- Work on collaborative models.

Focus:

- Work through unions, professional organizations, and articles in journals, newspapers, and newsletters to spread the word about acceptable options.
- Collect best practices and disseminate them.

Working for a Better Future.

For reformers: Gifted education can be a significant item on the reform agenda without impeding reform. Education of gifted students has a rightful and valuable place on the continuum of instructional services.

For gifted educators: School reform is a significant opportunity for conversation and sharing of insights about reaching fundamental learning goals for all students.

For policymakers: Educators who specialize in gifted education are a valuable resource for multiplying instructional impacts and improving the overall quality of education for all students.

A videotape and publication based on the symposium will be available after October 15,1994. Call 1-800-CEC-READ (232-7323)

The symposium was supported under the Javits Act Program as administered by the Office of Educational Research and Improvement, U.S. Department of Education.

Student CEC 12,13
Focus on Diversity 14,15
Parents 16
Professional Development 16,17
CEC Policy 18,19
Calendar of CEC Events 20

CEC President:
Pam Gillet

Acting Executive Director:
Nancy D. Safer

Publishing Team:
Cindy Fox, Jacki Bootel, Carolyn Boyle, Jane Burnette, Grace Durán, Jeanne Glover, Bernadette Knoblauch, Cathy Mack, Jean Boston

CEC Headquarters Briefs

Nancy D. Safer has been appointed by the Executive Committee to serve as CEC's Acting Executive Director. The contract with George E. Ayers was terminated by the Committee June 23, 1994.

Professional Development *is accepting registration for: Inclusive Schools, Attention Deficit Disorder, School-to-Work Transition (LCCE), and Multicultural Education (see page 17 and 20 for more information). CEC's San Antonio logo program was a winner in Print Magazine's national competition for Best Logos and Symbols!*

Standards*—The National Board for Professional Teaching Standards (NBPTS) announced the formation of the Exceptional Needs Standards Committee. Thirteen of the fifteen committee members are CEC members. They include the 1990 Clarissa Hug Teacher of the Year, Rosalie Dibert as Chair, and CEC Past President Alba Ortiz as Vice Chair. For information on the above contact John Davis at CEC, 703/264-9408.*

Grants*—CEC has received notification for the continuation of the following three grants for 1994-1995: A Continuing Education Program on Attention Deficit Disorder (ADD), National Institute on Comprehensive System of Personnel Development (CSPD), and National Training Program for Gifted Education.*

Publications*--- Don't miss the the* ***new expanded*** *48-page fall Catalog of CEC Products and Services in the polybag with your fall issue of* **TEACHING Exceptional Children** *and* **Exceptional Children***. There's also a new CEC 800-phone number for orders!*

CEC Today

Advocacy in Action!

PAN Coordinators Meet in Washington!

JULY 24-26, 1994—The PAN Coordinators' Summer Workshop is over -- and it was a rousing success! Coordinators from your federation/division/province who attended the workshop were brought up-to-date on current legislation, both from CEC staff in the Department of Public Policy (DPP), as well as congressional and federal agency personnel.

Information was presented on the reauthorization of IDEA, the federal budget, and the Elementary and Secondary Education Act (ESEA), including a focus on the Javits Gifted and Talented program.

The Coordinators also had an opportunity to share their views and experiences with a panel on the issue of discipline in the schools.

Lobbying skills were sharpened in a "role-playing" session on convincing a state legislator to support a bill or amendment to a bill.

Finally, the Coordinators "hit the Hill," visiting with their members of Congress to discuss various special education-related issues.

All in all, everyone enjoyed themselves and, in addition, prepared themselves for some of the important advocacy tasks during the upcoming year.

Legislative Update

Health Care

Major CEC Goals Achieved

CEC was instrumental in the addition of two major amendments to the House Education and Labor Committee's bill. The Amendments serve to ensure coordination between the health plans and the schools and other providers of IDEA-related services, allowing for a smooth delivery of medically necessary items and services. Further, the amendments prohibit health plans from exempting IDEA-related services from their coverages.

As of mid-July, congressional health care reform efforts have moved to the floor of both the House and the Senate. The four major committees with jurisdiction completed their individual bills, each a unique variation on President Clinton's Health Security Act. The Senate Labor and Human Resources Committees passed a bill similar to the President's original proposal.

Also in the House, the Ways and Means Committee approved a bill which, while maintaining several key Clinton provisions, significantly expands Medicare.

Lacking substantial bipartisan consensus, the House Energy and Commerce Committee gave up its efforts to pass a health care reform bill. Finally, the Senate Finance Committee approved a limited bill, built on insurance and market reforms, but with no guarantee of universal coverage.

Congressional leaders will now attempt to meld the various committee bills in preparation for floor consideration.

IDEA

CEC Testifies at Hearing

On July 19, the House Subcommittee on Select Education held its fifth hearing on the reauthorization of IDEA. CEC's president, ***Pam Gillet***, provided testimony during the hearing. See the next issue of ***CEC Today*** for excerpts from that testimony.

There has been no action on the reauthorization in the Senate. The Administration is not expected to introduce its reauthorization bill until December.

ESEA

On June 15, the Senate Labor and Human Resources Committee marked up the Improving America's Schools Act (S. 1513), the bill to reauthorize the Elementary and Secondary Education Act (ESEA).

As expected, members

debated the interstate and intrastate Title I formulas before approving the bill 16-1.

During the mark up, Sen. Judd Gregg (R-NH) offered an amendment--which was defeated--that said if IDEA was not fully funded, LEAs could spend Title I monies on either Title I or IDEA-Part B services.

The effect of this amendment would have placed Chapter 1 programs in competition with IDEA programs. The Senate was expected to take up S. 1513 during the week of July 18.

FY 1995 Appropriations

On June 29, the House passed the Labor, HHS, and Education Appropriations bill, H.R. 4606, by a vote of 339-89. The bill gives education programs an overall increase of only $588 million over current spending levels.

In most cases, the House froze appropriations amounts at FY 1994 levels, or approved amounts below that level. The House approved $3.1 billion for special education programs.

The Senate Subcommittee on Labor/HHS/Education Appropriations was expected to mark up its bill around July 15 with the full Committee taking action on the bill immediately thereafter.

Now Available!

"Federal Outlook for Exceptional Children: FY 1995" Call **703/264-9498** to order your copy. Detailed information about the federal programs that address the education of children with exceptionalities, as well as CEC's funding recommendations for each. ◆

CEC Members Shape School Success

Success Through Improved Communication Strategies

A few issues ago, we requested that you send in some of your "success" stories at the local level. Following is a story sent in by ***Mrs. Sara Pyne***. It describes a new approach implemented during the past school year at Cherry Hill High School East, in Cherry Hill, NJ.

"As part of the move toward site-based management, Cherry Hill High School-East created a building improvement committee. At the end of the 1992-1993 school year, this committee circulated a survey among staff members to identify and prioritize problems. As a result, lack of communication between our Child Study Team and regular education staff was targeted as the main area of concern.

Our district director of Special Education Services, Mr. William Murphy, approached our building principal, Mr. James Gallagher, to suggest a possible solution.

The outcome is an in-house duty assignment as 'Liaison-Consultant' for two Special Education/Resource Center teachers. Mrs. Helene Welde and I were offered these positions in place of hall or locker room duty.

Since accessibility is often a roadblock, Mrs. Welde and I adjusted lunch, preparation, and duty periods so that between us, we could be available to staff.

Throughout the summer, I gathered the schedules and generated lists of our classified students who would be in regular classes. From these lists, a confidentiality-sensitive letter was prepared for each teacher who would work with the classified students, giving numbers, classes, and periods. Mr. Gallagher allowed time at faculty meetings for presentation and discussion, and Mrs. Welde and I kept confidential information in a safe place. All was in place by the very first day of the 1993-1994 school year. As in the movie, ***'The Field of Dreams,'*** we built a communication network, and they came!

By the end of the first week of school, approximately 70% of the staff met with either Mrs. Welde or myself. We continued to consult with each other throughout the year; updating with new placements, information on considerations of student needs, learning styles and strategies, behavior management, and so forth. Much valuable information has also come back to the Child Study Team from regular education teachers.

Even before this final data collection, we have been approached to continue this process in 1994-1995. For these reasons, we anticipate favorable results."

Your Responses to CEC Today

Thank you for your survey responses, suggestions, and letters to the editor. Keep your responses coming! We invite your input and opinions. This is your communications vehicle for an exchange of views, challenges, and successes. Look to future issues for more from CEC members.

Letters to the Editor

"CEC Today is fantastic! I've been waiting years for something like this. I think it will help recruit and retain members because we can see what CEC is doing for us. The journals are NOT enough. Can't wait for issue #2!" ***Mary Ellen Wilson***

"It is crucial that CEC communicates **what it stands for** - not just what it's doing. CEC has a big image problem because it tries to be all things to all people and in the process of trying, satisfies few." ***Doug Fuchs**, Vanderbilt University*

***Editor's reponse:** Your suggestion has been implemented in the form of printing selected CEC policy statements in each issue.*

"This is a much needed resource for members. I'm sure it will pay off in membership retention very quickly. I'll start putting my copy in the staff lounge at school. How about a membership blank in each copy?" ***Unsigned***

Survey Results

1. "CEC Today" Name

✓ Keep name: **92%**

Here's my suggestion: **2%**

2. "CEC Today" Format: I prefer the following size:

✓ 8-1/2 x 11: **100%**

Additional Comments: easy to put into 3-ring binders or put in bags/briefcases to read later; fits file folder; really like the format; convenient, readable; easy to clip or file; easier to duplicate.

3. Which articles/sections did you like best?

✓***Overall:*** Hard to say - all good - balanced - interesting. Important to mix in classroom tips, practical stuff so that teachers will at least look through in search of useful ideas.

✓***Advocacy in Action:*** Gives me the CEC perspective and specific info on legislation not reported fully in the popular media. I want to be kept informed on the changes in law. As administrators/educators/parents of children with disabilities we must be aware of congressional/legal issues. Brief update on many issues is easy to scan for particular issues.

CEC Publications Schedule: Copy Due Dates

Below are the copy due and advertising deadline dates for the 1994/1995 publications schedule for *CEC Today, TEACHING Exceptional Children (TEC),* and *Exceptional Children (EC).* ***Publications marked with an * denote acceptance of advertisements/classified.***

Ads/ Copy Due	Publication Name and Issue	Mailed to Members
8/15	CEC Today—Sept. EC—Oct./Nov.*	10/3
9/9	CEC Today—Oct.	10/27
9/30	CEC Today—Nov. TEC—Winter* EC—December*	11/21
11/8	CEC Today—Dec.	12/26
12/6	CEC Today—Jan. TEC—Spring* EC—Feb.*	1/24
1/13	CEC Today—Feb. EC—March*	3/2
2/10	CEC Today—Mar.	3/30
3/3	CEC Today—Apr. TEC—Summer* EC—May*	4/20
4/12	CEC Today—May	5/26
5/13	CEC Today—June	6/27
6/9	CEC Today—July	7/27
7/1	CEC Today—Aug TEC—Fall* EC—Sept.*	8/22

✔***CEC Headquarters Briefs***: Good info to keep aware of the many changes happening at HQ.

✔***Information about Inclusive Schools:*** "12 Principles for Successful Inclusive Schools" because this is what is happening in our public schools. Provided updated, useful information.

✔***Local Look:*** The whole thing was good! All items in one easy-to-locate space with all info included for participation. Demographics were interesting. No. of Special Educators in Your State--informative, statistically, and sociologically useful.

✔***Resources:*** CEC Top Ten - to see which publications are the most popular. That way I can assume they are helpful.

✔***Technology/ERIC:*** The information on ERIC was very helpful and could continue to be assistive, because its timely and **how to.**

✔***Division Focus:*** To key in to my specialty area. Division definitions were extremely helpful. Keep up the good work! Please send me information on the CASE division; I'd like to join.

✔***Teacher-to-Teacher:*** Loved the ADD classroom tips: need more concise, practical ideas!

4. In future issues, I would like to see more about.....

Inclusive Schools: Inclusion - pro and con; Adapting difficult sci./soc.stud. materials; Special problems of teaching in large, urban schools like those of NYC. Total collaboration, inclusionary settings, at-risk students. Resources and programs where kids are being successfully included. Importance of "Collaborative Consultation" and interactive teaching (and training sessions). Accommodating individual differences in the classroom.

Advocacy Area: Health Care Reform - monthly updates; officer and staff highlights and in-depth type articles. Coalition & successful state coalitions may be featured. Issues analysis, e.g., IDEA reauthorization, impact of Goals 2000, "education reform." Issues that need state level action - I just read that only 15 states require parent involvement training for sp. ed. teachers, only 3 for general elem. teachers, none for general secondary ed. (Ed Week, 6/8/94, p.7). More about how CEC is trying to influence policy. Status changes in Federal laws, i.e., ADD/ADHD and how we are to serve students.

Specific Disabilities: Fragile X, Wellicums Syndrome, rare syndromes, drug-addicted children, fetal alcohol information. Augmentative communication.

Recruitment and Retention: Career ladder programs, incentives to teachers, grants available? Information on job opportunities and early childhood. Reforms and requirements in teacher prep programs. ◆

Professional/Personal Advancement: Time and money management tips related to my work (e.g., tax tips, travel savings, etc.).

CEC Today Responds

■ **I'd like to see a Question/Answer section related to helping students (e.g., How do I help a student reduce reversals?):** *How's this for a start? Please feel free to submit questions for possible publication to CEC Today • 1920 Association Drive • Reston, VA 22091. In future issues we will also be publishing questions and answers CEC has responded to from the AskERIC system.*

■ **Provide a forum for opinions on issues.** *Is there an issue that you would like to see addressed? Send it to us! Be on the lookout for "Send Us Your Input..." boxes in future issues like the one in last month, pg. 22, Vol. 1, No. 3.)*

■ **I would like information on how to get involved in local chapters, and in Delegate Assemblies. And, hands-on practical experiences from other educators (problem solvers):** *Information on how to get involved in your chapter was in last month's issue, see page 6. Look to upcoming issues for information on how to bring a policy or resolution before the Delegate Assembly. We have received lots of positive comments on the hands-on practical tips from other educators. We will continue to provide you with these types of snippets in CEC Today.*

■ **Best Practices Research could be a powerful advocacy tool!** *As a matter of fact, CEC will be releasing the publication "Inclusive Schools: Principles of Good Practice" in September.*

■ **Is CEC on Internet?** *Not yet, stay tuned for more.*

Division Focus

Here's news submitted by CEC's divisions.

CASE

CCBD

CEC-DR

CEC-PD

CEDS

DCCD

DCDT

DDEL

DEC

DISES

DLD

DPHD

DVH

MRDD

TAG

TAM

TED

Focus on TAG

by Gail E. Hanninen, Past President

Specialists in Gifted Education

The Association for the Gifted (TAG) provides information and advocacy for individuals interested in ways to challenge the abilities, needs and interests of students who are gifted and talented. With the continual onset of different strategies for reforming education, educators and parents concerned about students who are gifted and talented are advocates of excellence in our schools.

For 1994-1995 our focus centers on seven goals adopted by the membership:

1. To initiate outreach efforts that make TAG more responsive to and supportive of practitioners engaged in the development of talent.
2. To interact with families of culturally diverse children and youth about important issues related to the education of gifted learners.
3. To engage regular education teachers in the process of discovering and nurturing culturally diverse students.
4. To increase TAG's influence and presence in gifted education and to act as a catalyst for change.
5. To expand TAG's leadership base by involving the general membership and a wider community in activities of the association.
6. To collaborate with educational and political leaders in the conceptualization and implementation of school restructuring efforts so that our principles and practices can shape the future of schools.
7. To support the search for new knowledge about children who are gifted and their education and encourage the organization and the evaluation of differentiated curriculum for students.

Professional Resources and Advocacy

Actions for such goals are developed through TAG publications, symposia, workshops, and advocacy. The TAG Board uses goal statements to reflect the values of the organization, to serve as a basis for prioritizing activities, and to influence decision makers.

As a division of CEC, TAG extends its influence through many more voices. For example, the efforts of CEC in the legislative arena are critical to what happens to all students with disabilities, including the gifted. CEC was also the recipient of a 3-year Jacob Javits Gifted and Talented Act Project which will make a significant contribution to the quality of education for such students, particularly concerning education reform, middle school, and preschool.

Special TAG Activities

In late May, at the Aspen Institute on the eastern shores of the Chesapeake Bay and as a part of the Javits Project, a dialogue between leaders from the field of general education reform and gifted education illuminated our differences and our common beliefs about the education of students who are gifted and talented.

Points of distinct difference were clearly stated and discussed by education reform and gifted leaders. Represented were local school districts, research, state agencies, and national associations.

Participating teams from seven states and the District of Columbia gave presentations on how education reform and gifted education are working together in their schools.

This event reflects the commitment of TAG to collaborate with other educational leaders and strive for an understanding that supports excellent learning opportunities for all students, including the gifted and talented.

TAG also generates influence in the U.S. and Canada by creating partnerships with other divisions of CEC, other associations interested in students who are gifted and their families, and other education and community organizations. Recent examples include supporting TAG-Canada in hosting a reception at the 1993 World Conference on the Gifted held in Toronto and participating in the development of ***"National Excellence: A Case for Developing America's Talent"***—a national report prepared by the Office of Educational Research and Improvement, U.S. Dept. of Education. ◆

Join TAG!

To join TAG and for more information on TAG activities and events, please contact ***Karen Rogers*** at 612/962-5386, or ***Gail Hanninen*** at 206/732-4285.

CEC-PD

The **CEC PIONEERS DIVISION (CEC-PD)** has announced the establishment of the June Jordan "I Have a Dream" Fund. Dr. Jordan was a member of CEC since 1952 and a member of CEC's staff from 1958 through 1989.

The fund has been established in recognition of the outstanding leadership and dedicated persistence of June Jordan in the conceptualizing and maintenance of the CEC History and Archives.

The fund will be used to collect and maintain materials for the CEC History and Archives.

Send your contributions, made payable to the Pioneers Division, to: ***Jean Hebeler***, 525 North Drive, Fairview, Tracys Landing, MD 20779.

DEC

The **DIVISION FOR EARLY CHILDHOOD (DEC)** has a new publication:
New Opportunities for Collaboration: ***A Policy and Implementation Resource and Training Manual for the Head Start Regulations for Children with Disabilities***: This is a technical assistance document to assist state and local communities in the adoption of policies for promoting collaboration between Head Start and the IDEA, Part B programs for young children with disabilities and their families.

This document was developed through a collaborative effort of several associations and organizations.

Orders for this publication may be placed through CEC #D5053, Member $12, Nonmember $17.25.

DVH

The **DIVISION ON VISUAL HANDICAPS (DVH)** has announced that their newsletter, ***DVH Quarterly***, will be made available in Braille or on tape for those division members who request it. For further information, contact the Division Office at CEC Headquarters.

MRDD

The **DIVISION ON MENTAL RETARDATION AND DEVELOPMENTAL DISABILITIES (MRDD)** is sponsoring its Fourth International Conference, ***"Common Goals: Inclusion, Transition, Life Skills—Effective Practices and Preparation for the 21st Century,"*** September 30-October 2, 1994, at the Woodfield Hilton and Towers Conference Center, Arlington Heights, IL.

For more information, contact: ***Larry Sargent***, 8420 Airline Avenue, Urbandale, IA 50322, 515/265-5301; or ***Iris Kerbis Puccini***, Niles North High School, 9800 North Lawler, Skokie, IL 60077, 708/933-8863.

TEACHER-TO-TEACHER

The Best! CEC Resources.

◆ **College Planning for Gifted Students—Second Edition**, *Sandra L. Berger.* This newly published edition includes the latest information on SATs. Contains reproducible material that may be used as handouts, surveys, and planning forms. No. P330R. 1994. 150 pp. ISBN 0-86586-246-X. CEC/ERIC. **CEC Members $15.35/**$21.95

NEW! Diskette Products

These products are available on DOS- or Mac-formatted diskette. Please specify preference and disk size for DOS format.

◆ **Programs and Practices in Gifted Education: Projects Funded by the Jacob K. Javits Gifted and Talented Students Education Act of 1988.** *Sandra L. Berger*, Editor. This searchable database on diskette provides detailed information on what has been accomplished by 46 projects serving disadvantaged gifted children. No. R636D—DOS; No. R636M—Macintosh. 1992. **CEC Members $12.60/**$18.

◆ **Gifted Students and Educational Reform.** This searchable database on diskette includes subtopics such as grouping practices, middle school, and outcome-based education. No. C5037D—DOS; No. C5037M—Macintosh. 1994. **CEC Members $12.60/**$18.

◆ **Summer Programs for Gifted Students**.This searchable database includes up-to-date detailed information on more than 500 summer programs in the United States. No. C5036D—DOS; No C5036M—Macintosh. 1994. **CEC Members $70.00/**$100.

Order Today!
Call 800/CEC-READ
(800/232-7323)

Surf'n the Net for Gifted Education Resources

If you have a computer, a modem, and access to the Internet electronic network, you can get a wide variety of information about educating and raising children with exceptionalities, including children who are gifted. This article assumes that you have access to a gopher server and offers a short tour of places where you will find resources. If you need ftp or other detailed instructions, call ACCESS ERIC at 1-800-LET-ERIC to request information.

Your first stop should be the U. S. Department of Education gopher server, a veritable "shopping mall" of resources.

Look at ***"National Excellence: A Case for Developing America's Talent,"*** the landmark document published in 1993 that described "a quiet crisis" in American education and provides recommendations.

While you're browsing through full-text publications, look at ***"Prisoners of Time,"*** a report that states "Under today's practices, high-ability students are forced to spend more time than they need on a curriculum developed for students of moderate ability. Many become bored, unmotivated, and frustrated. They become prisoners of time."

Instructions

To reach the Department of Education, at your system prompt, type: ***gopher.ed.gov***

Follow this path:

Select •> 10. U.S. Department of Education/OERI Publications/

From the next menu select •> 4. ED/OERI Publications - Full Text/

Select •> 10. Nat'l Education Commission on Time and Learning-Prisoners of Time/

Or, select •> 29. National Excellence: A Case for Developing America's Talent. (Don't miss this!)

Before you leave OERI Publications (#10), check recent ERIC publications:

Select •> 10. U.S. Department of Education/OERI Publications/

From the next menu select •> 2. Index of ED/OERI Publications/

From the next menu select •> 1. Recent U.S. Department of Education

Publications in ERIC/

From the next menu select
•> 4. Special Populations/

From the next menu select
•> 4. Gifted and Talented.

The AskERIC Virtual Library at the U.S. Department of Education (DOE) is next on your tour. There you will find 24 full-text digests about gifted students. At your system prompt, type: ***gopher.ed.gov***

Then select the following:

Select •> 6. Educational Resources, Improvement, and Statistics (OERI & NCES)

From the next menu select
•> 6. Educational Resources Information Center (ERIC)

From the next menu select
•> 2. AskERIC

From the next menu select
•> 8. ERIC Clearinghouses/Components/

From the next menu select
•> 2. ERIC Clearinghouses/

From the next menu select
•> 13. ERIC Clearinghouse on Disabilities and Gifted Education/

Hint: You can take a shortcut by gophering to: ***ericir.syr.edu***. Then select #8, 2, and 13. But you'll miss some of the scenery.

Before you leave the Virtual Library, look at FAQs. It is located under AskERIC (2). You will find 21 citations and abstracts on "mainstreaming and gifted students."

Select •> 2. AskERIC

From the next menu select
•> 4. Frequently Asked Questions (FAQ's)

From the next menu select
•> 17. Mainstreaming and Gifted Students.

Wander around the DOE *gopher* server. Check "Gopher Jewels" and "Grants for Teachers." Look at All the Gopher Servers in the World •> North America •>USA.

Copy down some addresses you might want to visit. There is a lot of useful information at some larger gifted centers. For a head start, try:

gopher.wm.edu • College of Wm. & Mary/School of Education/Center for Gifted Education

jhuniverse.hcf.jhu.edu • Johns Hopkins University/Centers and Affiliates/Center for Talented Youth

ctdnet.acns.nwu.edu • Northwestern University/Center for Talent Development

arnold.tip.duke.edu • Duke University/Talent Identification Program

kanpai.stanford.edu • Stanford University/Program for Gifted Youth

plato.simons-rock.edu • Simon's Rock College

By this point in your tour, you may have some questions and want to discuss gifted education with a group of people who share your interests. You can subscribe (at no cost) to both the gifted education listservs, TAG-L and GiftedNet-L.

To subscribe, send an email message to:
listserver@listserv.cc.wm.edu (sponsored by the College of William & Mary), or

LISTSERV@VM1.NODAK.EDU (sponsored by University of North Dakota)

Skip the Subject line, and on the first text line, type:

Subscribe giftednet-l (your first name, followed by your last name)

Subscribe TAG-L (your first name, followed by your last name)

The Internet offers a nearly unlimited amount of information and an unprecedented degree of communication. Resources and LISTSERVEs are expanding at a rate unequaled by any other information source in history. This article is only a brief overview. What you need to do is go surfin'. What are you waiting for? ◆

More! CEC Resources On...

NEW! ERIC Digests. The ERIC Clearinghouse on Disabilities and Gifted Education offers 35 digests in the area of gifted education. The following new digests are now available for $1 each. For more information on ERIC digests, call the Clearinghouse at 800/328-0272 and ask for a Product Flyer.

E525 Blending Gifted Education and School Reform (1994)

E524 Providing Curriculum Alternatives to Motivate Gifted Students (1994)

E527 Nurturing Social/Emotional Development of Gifted Students (1994)

CEC Today

Get Ready, Get Set, GO!

by Alissa Johnston

Summer is here and officer transition is occurring throughout Student CEC. Eager officers, interested in getting off to a good start, are calling CEC Headquarters for suggestions.

Here are some ideas for your chapter or association to... get ready, get set, and go!

1. Plan for the Year

We all need a map to follow, and every Student CEC chapter and association should establish their goals for the year and create a calendar of upcoming events. A planning meeting is the essential forum for doing just that. Put a date on the calendar. Get everyone together, and try the following:

1. Spend a whole day planning and getting to know one another.
2. Discuss officer roles and responsibilities.
3. Set your goals for the year. Attend convention. Give out a scholarship. Participate in Special Olympics.
4. Discuss how you will recruit and retain members. Come up with ways to get members involved.
5. Establish a newsletter schedule. Plan ways to spread your message to current and prospective members, your college or university, and to the community.
6. Plan programs that will allow your members to learn new skills, develop professionally, and work with people with exceptionalities.
7. Make your meeting fun -- eat, give out fabulous prizes, and get to know everyone.

The Student CEC Executive Committee holds a planning meeting each summer at CEC Headquarters in Reston. ***Polly Parrish***, the Student CEC President and a graduate student at the University of South Alabama, is responsible for creating the meeting's agenda and ensuring that Student CEC sets its goals for the year.

2. Involve Members!

To be a strong chapter or association, you need member involvement. People, especially those in special education, have a tendency to flock where they are needed, so look at your goals and find places where you need help.

One way to encourage member involvement is to form committees. Committees provide groups with purpose and give members responsibilities. Remember, members who are actively involved are more committed to the organization. Plus, delegating responsibility prevents burnout because the officers are not doing all the work.

Consider forming these committees:

1. The membership committee recruits new members. They hand out applications, keep track of the membership rosters, make new members feel welcome, and inform people about CEC.
2. The fundraising committee raises funds to send members to the annual CEC convention, provide scholarships, or pay for chapter programs. They plan fundraising events, but they require the support of everyone to meet with success.
3. Educational programming is a big part of Student CEC. This committee helps locate speakers, provides information on educational resources, and sets up professional development courses.
4. The awards committee is responsible for giving out awards for outstanding accomplishments and for morale boosters.

On the Student CEC Executive Committee, it is the job of the Vice President of Committees to recruit members to serve on the Student CEC Standing and Ad Hoc Committees. ***Bill Turner*** holds this office and has been busy gathering names of students who are interested in serving on various student CEC Committees.

3. Communicate and Publicize Information

Once members have a purpose and are involved within the chapter or association, keep them active and excited about Student CEC through effective communication.

The person responsible for Student CEC's public relations and communication is the Vice President of Communications—***Alissa Johnston***. The Vice President of Communications chairs the Publications Committee, coordinating newsletter articles, and taking minutes at all Student CEC meetings.

Suggestions for keeping the lines of communication open with your members:

1. Make personal phone calls. People need to know they are wanted and needed, and a personal phone call helps convey that message.
2. Publish a newsletter. Send information about chapter activities, programs, and upcoming events on a monthly or quarterly basis. Remember mailing labels can be purchased from CEC Headquarters for 3 cents per name.
3. Create a bulletin board, promoting Student CEC, your activities for the year, and post the minutes from your various meetings.
4. Hang posters in campus and community buildings advertising activities, Student CEC, or fundraising events.
5. Get to know the "players" on your campus and in your community. Who is looking for news articles or volunteer opportunities? Who offers grants?

Polly Parrish, Bill Turner, Alissa Johnston, and Nurilda Alers (left to right), 1994-95 Student CEC Executive Committee at CEC Headquarters in Reston preparing for the coming year.

4. Plan Programs to Meet Members' Needs

Learning is what being in education is all about. Bring educational programming into your chapters and associations.

One program to mark on your calendars is the 1995 CEC convention in Indianapolis from April 5-9. ***"Racing to Excellence"*** is the theme, and many new and exciting sessions will be offered. Attending the convention is a wonderful goal for fundraisers -- the more people who get to Indianapolis, the more informed your group will be.

Nurilda Alers, a student at the Universidad de Puerto Rico, is the Student CEC Vice President of Programs. She is responsible for selecting the student sessions at the convention, for setting up the meetings and social events that occur throughout the convention. She also serves as a resource person for Student CEC chapter and association programming. Here are some suggestions for educational programs to conduct during the year:

1. Ask your state or provincial association to attend a chapter meeting and share goals of the association.
2. Invite guest speakers from various areas in special education to address your chapter about their experiences in the field.
3. Set up mock interviews in the spring with professors or professionals in the field, especially those who are members of a local CEC chapter.
4. Invite a student who is receiving special education services to communicate his or her perspective on service needs.
5. Ask graduate students to discuss thesis or dissertation topics and their experiences.

The new school year is just around the corner. Take the energy and excitement you are feeling and get ready early. Set your goals and go for it. ◆

FOCUS ON DIVERSITY

Identifying and Serving the Culturally Diverse Gifted Learner

by Joy Baytops and James M. Patton

Building accessible, gifted education programs on a nationwide scale is imperative, especially for students whose cultural diversity precludes their identification through the use of traditional gifted program assessment and identification strategies.

These programs need to be legitimized by developing progressive policies that require the implementation of multimodal identification processes and differentiated, culturally affirming service delivery models. Such policies will help to correct the widespread underrepresentation of culturally diverse and economically limited groups by mandating access to gifted program service for all learners of superior potential.

Consequently, such provisions will once and for all correct the inequity of underrepresentation and provide exemplary models for improved educational services for all learners.

This article focuses attention on three issues that general educators and educators of the gifted might consider in the immediate future as they engage in the development of enhanced policies that will impact this problem area. It is imperative that these issues be included in any upcoming conversations that address the concerns surrounding the field of gifted education and its role in educational paradigms of the future.

■ Embrace expanded views of intelligence

Educational theorists have recently provided substantial evidence that supports the multidimensional, dynamic, and relational nature of human intelligence. Similarly, adaptive assessment and identification procedures have been developed recommending methodologies to measure the degree to which any learner, regardless of cultural or economic factors, with potential for gifted behavior can demonstrate that potential.

Consideration of individual factors such as environment, relevance of task performance, past experience, and metacognitive processing style can now contribute to ascertaining the level of potential for superior cognitive and affective performance.

While these emerging views of intelligence and concomitant measurement systems have been sufficiently researched and substantiated, there are many critics who persist in holding on to the notions of intelligence purported by the Terman studies of over 50 years ago. As a progressive nation, it seems incomprehensible that we can justify maintaining the "status quo" on an issue with as powerful an impact on educational programs as the measurement of intelligence.

Of course, while many intend to stand firm on supporting these expanded views of intelligence and the worthiness of such, it should also be recognized that a new "hornet's nest" has been created.

Presently, the concern will be how to justify and validate the changing nature and complexion of gifted program services. Such justification and validation will create the need to be politically astute and sensitive to the viewpoints of the mainstream, as well as other diverse populations.

It is contended, however, that this type of sensitivity is no less important than the need for educators to understand the moral and ethical nature of identification and program decisions made each day that may negatively or positively affect millions of America's children.

Leaders in school systems must prepare themselves for the imminent and persistent ideological and programmatic resistance of those who represent the traditional population of gifted learners (e.g., white, middle to upper income group) to the use of more progressive, expanded views of intelligence. These persons often resist the casting of a wider identification net, which inevitably results in increasing the numbers of culturally diverse learners in gifted programs.

To the contrary, among this population will be those who have long urged schools to identify more effectively the gifts and talents from among all populations, thus exposing a wider variety of students to the opportunities provided by gifted programs. These persons can contribute positively to discussions related to the development of policies that embrace these more progressive, expanded views of intelligence.

■ Provide for differentiated, comprehensive, culturally affirming service delivery

Two decades ago, educational researchers began providing frameworks for multicultural curriculum design. These efforts at developing curriculum models that were responsive to the needs of an increasingly multicultural American society have been generally well received by practitioners.

Persisting attitudes by some in the field of general education deny the importance of connecting schooling experiences with the primary cultural context of its clientele. There are also those who suggest that to do so dilutes and denigrates "classical" educational standards.

Psychosocial researchers, however, have provided evidence that a large number of culturally diverse learners see no relevance in the traditional schooling experience for them, their communities, and their future.

The culturally diverse gifted learner generally possesses advanced cognitive and affective capacities, therefore, curricular relevance becomes of primary importance. As a gifted person, this learner is constantly analyzing and evaluating the environment for evidence of relevance, meaning, and utility. Constructing learning experiences for the culturally diverse gifted learner without attending to the context from which the learner originates, identifies with, and will remain connected to is detrimental to the learner and society as a whole.

It is suggested that by planning and delivering appropriately differentiated experiences for the culturally diverse gifted learner, schools will learn how to better attend to the needs of all of America's students.

■ Create schools receptive to the establishment of collaborative support networks

While it has been determined and generally accepted that the most successful schools are those that involve the parents and communities of its student population, there appears some hesitancy by many educators nationwide to willingly accept this notion. Accepting the value of parental and familial contributions may mean that educators will have to relinquish some of their presumed power over the general populace.

The diversity of resources and information that culturally diverse students' parents, families, and civic and religious community leaders have to offer will require schools to accept new definitions of these individuals, therefore, developing value and respect for their cultural validity.

Critical to the enhancement of educational programs for culturally diverse gifted learners is the use of families and communities to provide insights into their different manifestations of giftedness expressed by their children outside of the school context. It may well be those individuals outside of schools that provide the clues to developing solutions to many of education's concerns with development of programs to advance achievement of all culturally diverse students.

With these and other issues of concern, we are nevertheless optimistic about the future of gifted education and its acceptance of the "charge" to legitimize its place in the labyrinth of public education. The reports of collaboration and success of the federally funded Javits grant programs across the country are quite encouraging. The evidence is clear: America is quickly becoming a land of "many nations in one."

Our responsibility, therefore, is to respond to who we are, develop the individual gifts and talents of all gifted learners, and then prepare to reap the collective benefits of this effort. ◆

Help Build Gifted Education for Culturally and Linguistically Diverse Learners!

MULTIPLE VOICES
MULTIPLE PERSPECTIVES

More on giftedness and other exceptionalities among culturally, linguistically diverse learners! Join the experts at the 1994 Symposium...

Multicultural Exceptional Learners: Multiple Voices, Multiple Perspectives* • *November 10-12, 1994 *at the San Diego Holiday Inn on the Bay.* ***Call: 1-800-224-6830***

PARENTS

7 Ways Parents Can Help Their Gifted Child

Tips compiled from previously published issues of TEACHING Exceptional Children

1. Let your child know that they are valued for themselves and not just for their giftedness. Help your child see how they are different and emphasize respect for and understanding of others.

2. Be open to discussions about special abilities and encourage the development of your child's unusual talents.

3. Provide additional stimulation and experiences for your child. Read and play together. Enroll your child in after-school activities. Ask your child's teacher for suggestions as well!

4. Because the interests of your child are not always shared by other children the same age, there is a tendency to play alone or with an adult. Structure situations that involve others in your child's age range to develop the social skills along with academic learning.

5. Encourage experimentation in play, and creativity and emphasize effort, the process used to achieve, and steps taken toward accomplishing a goal.

6. Gifted children have a million questions; not all of them can or should be answered by adults. Have your child think of ways to find the answers to their questions. Ask them what they think the answer is.

7. Reserve time to be a family, have fun together, and share daily activities. Gifted children thrive on the additional support you provide! ◆

Note This Special Event:

CEC is a partner with the John F. Kennedy University Center for the Study of Parent Involvement. Call 800/493-2775 for information on this upcoming conference:

"Families and Schools: A Global Perspective for a Multicultural Society," October 26-29, 1994, Oakland, California.

Don't let another day go by without learning how to reach and teach culturally diverse exceptional students.

MULTIPLE VOICES

MULTIPLE PERSPECTIVES

Learn how to meet the specialized needs of students with exceptionalities who are also culturally and linguistically diverse (CLD). Join CEC and DDEL. The 1994 Symposium on Multicultural Exceptional Learners: **Multiple Voices, Multiple Perspectives.**

Maximize Instructional Delivery...
Explore new alternative assessment techniques and educational strategies.

Stretch Resources...
Collaboration is an effective means of stretching resources and providing a higher level of service to CLD exceptional learners. Learn how to mobilize parents and community agencies on behalf of your students.

Learn How to Win Grants...
Mentors will be available to provide advice on developing research and personnel preparation grant proposals. Make an appointment to have your proposal reviewed.

Preregister Now!

November 10-12, 1994
San Diego, California

1-800-224-6830

Registration:	**Now**	**On-Site**
Member:*	**$189**	$228
Nonmember:	**$229**	$278

**Student Members call for Discount Coupon*
*Hotel reservations: **Holiday Inn on the Bay***
1-800-422-9743

Increase Your Professional POWER!

Practical Answers to Working with Students in Inclusive Schools for All Educators!

CEC Fall Institute!
Join us in Philadelphia, PA, October 27-29, 1994, for the Inclusive Schools Institute, "Building Partnerships for Diversity."

Don't Miss Exciting Sessions!
All concurrent sessions offer useful ideas and suggestions to easily transfer to your school and/or classroom.

- **Explore** the latest research, programs, and strategies!
- **Learn** practical techniques!

Skill-Building! Including:

- **Inclusion: Getting it All Together**
- **Professional Collaboration**
- **Effective Team Building**
- **Teacher Competencies for Inclusion**
- **Optimum Instructional Techniques for the Inclusive Classroom**
- **Barriers/Obstacles for Students with Emotional/Behavioral Disorders**
- **The Changing Roles of Professional Development**
- **Peer Mediation**

Hear presentations by elementary, middle, and high school teams. School personnel share how they have moved toward being inclusive schools.

Includes...
Strategies for Principals and General Educators Too!

Call 1-800-224-6830 and register today!

REGIONAL EVENT

Inclusive Schools Institute:

Building Partnerships for Diversity

NEW !

Ask About the ADD Workshop!

Coming soon to your area!

San Diego, California	August 4-6, 1994
Philadelphia, Pennsylvania	October 27-29, 1994
Dallas, Texas	February 16-18, 1995

Preregistration Tuition
Member: $189 Nonmember: $229
On-Site Tuition
Member: $228 Nonmember: $278
Materials $35

Call Now! 1-800-224-6830

FREE Tuition for Your 5th Team Member! *Call for details.*

New CEC Resources

NEW!
CEC Policies for Delivery of Services to Exceptional Children
This collection of CEC's basic commitments and responsibilities to exceptional children provides documentation of CEC's positions on such issues as early childhood education, relationship between general and special education, behavioral intervention, testing, management of special health care needs, career education, treatment of exceptional persons in textbooks, ethnic and multicultural concerns, and education of the gifted. **CEC Members $10**/$14.30

Coming Soon!
NEW! Video! October 1994
Gifted Learners and Educational Reform: Making the Connection
Witness the point-counterpoint of education leaders of gifted education and school reform as they present diverse views about strategies and programs. Using footage from a symposium held in May 1994, this video provides the latest thinking about how the education of gifted students fits into the overall philosophy of school reform. School districts struggling with how to provide appropriate school experiences for their gifted students will find this video an excellent starting point for discussion with parents, school board, administrators and teachers.

NEW! Available October 1994
Toward a Common Agenda: Linking Gifted Education and School Reform
Based on the proposition that gifted child education and school reform share a common goal—to help students achieve to their maximum potential—this book lays the groundwork for future action.

CEC Policies on Gifted and Talented Children

Gifted and Talented Children as Exceptional Children

From the CEC Policy Manual Section 3, Part 1, Chapter 7

Special education for the gifted is not a question of advantage to the individual versus advantage to society. It is a matter of advantage to both. Society has an urgent and accelerated need to develop the abilities and talents of those who promise high contribution. To ignore this obligation and this resource is not only shortsighted but does violence to the basic concept of full educational opportunity for all.

Special educators should vigorously support programs for the gifted and talented as consistent with their concept of the need for special assistance for all children with exceptionalities. Such programs should reflect both the cognitive and noncognitive needs of the gifted and talented.

Identification

Gifted and talented children are those who are capable of high performance as identified by professionally qualified personnel. These children require different educational programs and/or services beyond those normally provided by the regular school program in order to realize their full potential in contribution to self and society.

Broad search and an early identification system for the identification of gifted and talented children within all sectors of the population should be the hallmark of an adequate educational system. Identification procedures should also reflect individual means of identifying children with general intellectual ability, specific academic abilities, leadership abilities, and abilities in the fine and performing arts.

Delivery of Services

No single administrative plan or educational provision is totally appropriate for the gifted and talented. Certain administrative and instructional arrangements may provide settings in which the gifted and talented are likely to perform more adequately. In the final analysis, however, the task is one of accommodation to the needs of the individual.

New arrangements and new provisions must be utilized, including freedom to pursue interests which might not fit the prescribed curriculum, opportunities for open blocks of time, opportunities for consultation with persons and use of resources external to the classroom, and opportunities to bypass those portions of the curriculum which have been previously achieved by the individual. These kinds of arrangements must present options across all educational settings and procedures within all programs for the gifted and talented, whether in the regular classroom or in highly specialized situations.

Special education for the gifted and talented demands individualization within special programs in terms of student needs, as well as differentiation between programs for the gifted and talented and programs for other children and adults.

A program of special education for the gifted and talented should provide continuing and appropriate educational experiences from preschool into adult years.

Preparation of School and Leadership Personnel

Special preparation is required for those educators who have either specific or general responsibilities for educating the gifted and talented. Teachers and other professional educators who work with the gifted and talented need special training in both program content and process skills. Such training should be recognized by appropriate certification in the case of teachers and should receive the general support of local, state, provincial, federal, and private interests.

Demonstration Programs

The preparation of school personnel in the education of the gifted and talented should be carried out in settings that permit opportunities to examine relevant research and to observe innovative administrative provisions and exemplary instruction. This requires extensive library services, ongoing research or access to such research, and most importantly, centers in which teachers may observe and try out new styles of teaching appropriate to the education of the gifted and talented.

Special model or demonstration programs should be established to illustrate to educators and others the kind and range of innovative program efforts that are possible and effective in the education of gifted and talented students.

Research and Development

Research and development resources should be focused on the needs of the gifted and talented in order to develop new methodologies and curricula and to allow educators and others to evaluate current and proposed methods.

Parents and the Public

One responsibility of the special educator is to educate the parents of gifted and talented children concerning their children's needs and rights.

The educational needs of the

gifted and talented also warrant planned programs of public information, particularly at the local community level. Special educators should accept these responsibilities as an important part of their professional involvement.

Financial Support

Although programs for the gifted and talented can sometimes be initiated at relatively modest cost, it is important that funds for this purpose be earmarked at local, state or provincial, and national levels.

Principal expenditures should be directed toward the employment of leadership personnel, the development of methods and programs, and of particular importance at the local level, the preparation of persons for the support and implementation of such methods and programs in the schools.

The importance of optimal educational services for the gifted and talented merits the expenditure of funds in appropriate amounts toward this end by all levels of government as well as by other sources. ◆

Resolution Regarding the Education of Students Who Are Gifted and Talented

WHEREAS, CEC has a long history of advocating for the educational advancement of children and youth who are gifted and CEC policy states, "...Society has an urgent and accelerated need to develop the abilities and talents of those who promise high contribution. To ignore this obligation and this resource is not only shortsighted but does violence to the basic concept of full education opportunity for all. Special educators should vigorously support programs for the gifted and talented as consistent with their concept of the need for special assistance for all exceptional children. Such programs should reflect both the cognitive and noncognitive needs of the gifted and talented"; and

WHEREAS, CEC strongly affirms its commitment to providing appropriate educational programs and services designed to meet the educational needs of all gifted students because of our concern that gifted and talented students, if not given appropriate opportunity to grow, are in danger of becoming at-risk children; and

WHEREAS, CEC deplores the reductions in and, in some cases, the elimination of appropriate educational programs and services as a matter of fiscal or administrative convenience in this period of economic stress; and

WHEREAS, programs and educational services designed to meet the needs of gifted students are being inadvertently endangered in the name of educational reform now occurring at the state, provincial, and local levels.

THEREFORE BE IT RESOLVED that CEC affirms our longstanding commitment to fight to maintain and expand special programs and services for students who are gifted and talented through advocacy efforts at the national, state, provincial, and local levels. Further, CEC affirms its intent to make renewed efforts to educate the community at large about the unique educational needs of these children as well as the improvement in school performance which results from appropriate educational programs and services. ◆

More CEC policies in the **CEC Policies for Delivery of Services to Exceptional Children** - see pg 17.

Don't Miss the Next Exceptional Children

which includes a study examining the success or failure of alternative strategies for identifying gifted culturally diverse students. See page 72 of your next EC! Mails August 22!

Look What's Coming...

TEACHING Exceptional Children --Fall 1994 Issue!

The next TEC is packed with the latest practical teaching techniques and information! Look for the Special Focus section on gifted students.

- ✔ **SPECIAL FOCUS--Multiple Intelligences: Discovering and Nurturing Their Diverse Faces**
- ✔ **Peers + Word Processing + Strategies = A Powerful Combination for Improving Revising**
- ✔ **Watch Them Play – Watch Them Learn**
- ✔ **By June, Given Shared Experiences, Integrated Classes, and Equal Opportunities, Jaime Will Have a Friend**
- ✔ **Teacher Work Group Magic: Tricks for Colleague Communication**
- ✔ **Helping Individuals with Severe Disabilities Find Leisure Activities**
- ✔ **TEACHER IDEA EXCHANGE: Helpful Handwriting Hints; Speech Time is All the Time**
- ✔ **TECHNOLOGY AT WORK: Notebook Compu-ters Increase Communication**

Call 800/CEC-READ

(800/232-7323) for subscription information.

CEC Today

CALENDAR OF CEC EVENTS

SEPTEMBER

Sept. 30-Oct. 2, 1994
MRDD's 4th International Conference, "Common Goals: Inclusion, Transition, Life Skills... for the 21st Century"
Arlington Heights, IL. Contact Iris Kerbis Puccini, **708/933-8863.**

OCTOBER

October 5-9, 1994
1994 Annual International DEC Conference "Into the 21st Century: Creating Inclusive Communities Together"
St. Louis, MO. Contact DEC, **410/269-6801.**

October 6-8, 1994
School to Work Transition: LCCE Regional Training
Rochester, NY. Call CEC, **800/500-5223.** 800/228-9290; 716/225-6880.

October 13-15, 1994
Florida Federation Conference, "Including Each Child"
Tampa, FL. Call Jan Schorr, **904/274-3440.**

October 20-21, 1994
Kansas State CEC Federation, "It Takes a Whole Village to Raise a Child"
Manhattan, KS. Call Mark Goor, **316/341-5822.**

October 27, 1994
ADD Workshop
Hyatt-Cherry Hill, NJ. Philadelphia, PA. Call CEC, **800/224-6830.**

October 27-29, 1994
Institute on Inclusive Schools
Hyatt-Cherry Hill, NJ. Philadelphia, PA. Call CEC, **800/224-6830.**

October 27-29, 1994
Saskatchewan CEC Federation Conference, "Making Tomorrow Better"
Moose Jaw, Saskatchewan. Call Jan Rowlinson or Carol Smith, **306/693-4631.**

NOVEMBER

November 2-5, 1994
Congress '94 "Challenging Every Child"
The Alberta Federation of The Council for Exceptional Children, Palliser Hotel, Calgary, Alberta. Call: R. St. Onge, **403/297-4606.**

November 2-5, 1994
Teacher Education Division (TED) Annual Conference "Special Education Personnel Supply: Issues Regarding Quality and Quantity"
San Diego, CA. Call: Patricia Cegelka, **619/594-3745**; or Belinda Karge, **619/594-6627.**

November 3-4, 1994
Pennsylvania Federation Conference, "Visions: Success for All"
Harrisburg-Hershey Holiday Inn, Grantville, PA. Call: Deborah Dendas, **717/544-9131.**

November 3-5, 1994
Illinois Federation Conference, "Exceptional Education: A Vision for All"
Woodfield Hilton, Arlington Heights, IL. Call: Christy Chambers, **815/624-2615** (w), **815/623-2508** (h).

November 4-5, 1994
New York State Federation Conference, "Teachers Making a Difference: Effective Solutions for Real Problems"
Hyatt Regency, Rochester, NY. Call: Debbie Chicorelli, **607/432-4909.**

November 10-12, 1994
Symposium on Culturally and Linguistically Diverse Exceptional Children
Holiday Inn on the Bay, San Diego, CA. Call CEC: **800/224-6830**. Hotel reservations: Holiday Inn on the Bay, 800/422-9743; 619/232-3861.

November 17-19, 1994
Ohio Federation Conference
Stouffer Hotel, Dayton, OH. Call: Mary Ellen Wilson, **513/231-3600.**

Send your Federation/Division Meeting Announcements to CEC Today • 1920 Association Drive • Reston, VA 22091-1589

The Council for Exceptional Children
1920 Association Drive
Reston, VA 22091-1589

NONPROFIT
ORGANIZATION
U.S. POSTAGE
PAID
RICHMOND, VA
PERMIT NO. 930

CEC Today

September 1994• The Council for Exceptional Children • 1920 Association Drive • Reston, VA 22091-1589 • 703/620-3660

CEC IDEA Testimony: Call for Action

CEC President Pam Gillet Testifies before Congress

WASHINGTON, D.C., July 19—In testimony before the House Subcommittee on Select Education and Civil Rights, CEC President Pam Gillet called for improvements in statutes and regulations of the Individuals with Disabilities Education Act (IDEA).

To better meet the needs of students with disabilities, IDEA needs further refinement.

Continued on page 8.

New Report on Inclusive Schools:

Education Associations Bring It All Together

Kenny had multiple disabilities, including severe emotional and behavioral disorders. Working together, Kenny's parents and the school staff developed strategies for Kenny's inclusion in his neighborhood school.

Kenny's teacher and principal requested and received additional support: speech-language specialist, learning consultant, school psychologist, social worker, special education teacher, and teacher aide. The inclusion team conducted staff-wide training and developed a carefully modified curriculum for Kenny. Three years later, Kenny is accepted and liked by his classmates and behaves in more appropriate ways. Academic expectations have been exceeded, and he is learning in several areas at a rate comparable to his peers.

Kenny is one of many students with disabilities whose academic and social needs have been met through inclusive schools and communities.

Special Educators Lead

CEC believes that inclusion is a meaningful goal to be pursued in our schools and communities. With sufficient support, educators can implement positive learning strategies that result in academic and social growth for children with disablities in neighborhood schools.

Educators profit from the expertise of their fellow profes-

Continued on page 11.

See Inside for...

CEC Testifies .... Page 8

CEC Inclusive School Policy .... Page 14

Next Month—*Multicultural Teaching: The Skills Every Teacher Needs.*

VIEWPOINT

The IEP—Our First Line of Defense Against Student Violence

By Jo Thomason • Executive Director, CASE

The National Problem

Violence has invaded our schools, threatening the safety of our students and ourselves. As this problem escalates, governments, communities and schools are searching for solutions to combat the problem—seeking new strategies or re-visiting proven strategies from the past. Meeting this challenge has profound implications for all educators, including special educators.

The Reality

As special educators we are well aware that the majority of school violence is not perpetrated by students with disabilities, a message we must consistently reinforce in our schools and communities. However, as teachers and administrators, we also know too well that some of the violence is created by students receiving the support of special education, and it is upon those students we focus our efforts.

Rather than advocate the position held by some of our general education colleagues that violent students should be removed from education, we as special educators carry a common and strong belief, reflected in our policies, that no student should be denied an education. And we believe education can occur in many locations, from the classroom, to the community, to the home.

Arming the IEP

It may be that a partial solution to our dilemma lies in our principal building block, the IEP. IEP meetings have, too often, drifted from their original intent into paperwork sessions that focus on filling out all the required forms and obtaining the required signatures. Perhaps we would serve our students and our schools well by focusing on the IEP's intent and on how we, with parents, can design programs of instruction that will help us prevent violence and cope with it when it occurs.

When, in the opinion of an IEP team, a student has the potential for disruptive or violent behavior, well-designed intervention strategies can help prevent such occurrences. They can also assist us in rapid and appropriate intervention if such a student's actions escalate into disruptive behavior.

Smoothing the Way for Alternate Placements

Having interventions and consequences preplanned and agreed to by all parties can also help ameliorate later disagreements between school personnel or between the schools and parents.

For some students it may also be helpful to delineate the standards and limits of appropriate behavior. Such a discussion and written plan can enable the IEP team to initiate a smooth transition to a different placement should the student engage in extreme acts of violence. A smooth and rapid transition, previously agreed to by all parties, enables school personnel to ensure there is no (or minimal) disruption in the provision of a free and appropriate education for each student.

Careful design of behavioral interventions, consequences, and alternative placements will contribute greatly to providing both a quality education for all our children and youth and a safer environment for students and faculty. ◆

Viewpoint reflects the opinions of individuals. Your comments are welcome!

Inside

CEC Today is published by
The Council for Exceptional
Children, 1920 Association
Drive, Reston, VA 22091-1589
Telephone: 703/620-3660

Sept. 1994 • Vol. 1, No. 5

CEC IDEA Testimony 1
New Report on Inclusve Schools 1
Viewpoint 2
The IEP—A Defense Against Student Violence
Professional Development 4
Growth 6
How to Get Your Voice Heard

CEC Publications Sales Top $1 Million

As Life Centered Career Eduation Is Adopted By Many As Official School-to-Work Curriculum

Revenue from publications sales hit an all time high in 1994. Practical books to help professionals in the classroom were the leaders in driving the increased demand. In addition, CEC's Life Centered Career Education curriculum and training materials are being adopted by states and districts as their official school-to-work curriculum.

Here's a recap of the top 10 Volume Sellers:

1. Issues and Options in Restructuring Schools
2. Survival Guide for the First-Year Special Education Teacher
3. Integrating Transition Planning Into the IEP Process
4. LCCE: A Curriculum Based Approach
5. Resourcing: Handbook for Special Education Resource Teachers
6. Children with ADD: A Shared Responsibility
7. Tough to Reach, Tough to Teach: Students with Behavior Problems
8. Classroom Management Mini-Library: Non-Compliance and Disruptive Behavior
9. LCCE Activity Books 1 & 2
10. How to Reach and Teach ADD/ADHD Children

In response to requests for one-stop shopping for quality products, the new CEC Resource Catalog for 1994-95 has been expanded from 16 to 48 pages. More than **30 NEW** titles are listed.

Designed to be used as a resource throughout the year, there is also an expanded professional development section for a list of dates of training, conferences, and future conventions.

Use the new toll-free number to place your orders, **800/CEC-READ.** Check out member discounts of up to 30% on many products. ◆

Advocacy in Action 8
Student CEC 10
Division Focus 12
CEC Policy on Inclusive Schools and Community Settings 14
Calendar of CEC Events 16

CEC President:
Pam Gillet

Interim Executive Director:
Nancy D. Safer

Publishing Team:
Lynda Voyles, Cindy Fox, Jacki Bootel, Jean Boston, Carolyn Boyle, Grace Durán, Jeanne Glover, Bernadette Knoblauch, Cathy Mack, Fred Weintraub

CEC Headquarters Briefs

Note from the New* CEC Today *Editor, Lynda Voyles: *It gives me great pleasure to serve as editor of CEC Today. As a former special education teacher, as well as a journalist, disseminating information about education is very important to me. CEC Today is your guide to the legislation influencing education, current educational trends, professional development training, and CEC activities.*

Send your input on **CEC Today** *and your suggestions for topics you would like to see covered to: CEC Today • CEC • 1920 Association Drive • Reston, VA 22091-1589 • 703/264-9478.*

CEC in the News. *CEC recently provided information to reporters from the Washington Times, Washington Post, CBS and ABC News, and the education press on the Gorton Amendment, inclusive schools, health care issues, identification of students with disabilities, gifted students and parental influence.*

Membership*: Grace Zamora Durán has been appointed Senior Director, Membership. Membership activities will reflect her insight as a former special educator, administrator, and specialist in multicultural and ethnic concerns.*

Grants—*CEC's federally funded projects have all completed successful events including workshops by the ADD Project; the OSEP Research Project Directors Conference hosted by CEC's ERIC contract; and a meeting under CEC's National Comprehensive System of Personnel Development project.*

Publications--- *Don't miss the* ***new design*** *of the fall issue of* TEACHING Exceptional Children—*the result of your input!*

Real Life-Real World

"When you teach life skills, use real-life materials. It enhances learning by reaching students with different learning styles, and it eases the transition from school to the *real world*," says Patricia Burch, special education teacher and one of CEC's Life Centered Career Education (LCCE) trainers.

Burch dispensed a plethora of such practical wisdom at CEC's August 4-6, 1994, LCCE Academy. The seminar, attended by approximately 50 teachers and special education administrators, involved a lot of learning, discussion, and fun. Burch's informative and witty presentations included ideas for teaching, curriculum planning, evaluation and assessment techniques, and legislative requirements.

Educators also engaged in open give-and-take sessions in which they shared ideas, discussed what works and what doesn't, and suggested strategies to enhance career education.

As the teachers and administrators moved toward the seminar's conclusion, they expressed enthusiasm for developing or increasing life centered curriculums in their schools. One attendee, Olle Sjorgren, Sociologist/Field Doctorate from Stockholm, even plans to take CEC's LCCE program back to Sweden to incorporate in their social services system.

"When I learned of LCCE, it was the first time I read articles about materials for individualized education programs for the mildly disabled," Sjogren said. "After the first day of training, my first thought was to order the package...."--which is just what he did. ◆

This is just one of the many professional development activities you can take advantage of provided by CEC. Mark your calendars now for the following events!

MULTIPLE VOICES

MULTIPLE PERSPECTIVES

Don't let another day go by without learning how to reach and teach culturally diverse exceptional students.

Learn how to meet the specialized needs of students who are culturally and linguistically diverse with exceptionalities (CLDE). Join CEC and DDEL at the ***1994 Symposium on Multicultural Exceptional Learners: Multiple Voices, Multiple Perspectives.***

Maximize Instructional Delivery...
Explore new alternative assessment techniques and educational strategies.

Stretch Resources...
Collaboration is an effective means of stretching resources and providing a higher level of service to CLDE exceptional learners. Learn how to mobilize parents and community agencies on behalf of your students.

Learn How to Win Grants...
Mentors will be available to provide advice on developing research and preparing grant proposals. Make an appointment to have your proposal reviewed.

Preregister Now!

November 10-12, 1994
San Diego, California

1-800-224-6830

Registration:	**Now**	**On-Site**
Member:*	**$189**	$228
Nonmember:	**$229**	$278

**Student Members call for Discount Coupon*
Hotel reservations ***Holiday Inn on the Bay***
1-800-422-9743

Increase Your Professional POWER!

Practical Answers to Working with Students in Inclusive Schools for All Educators!

CEC Fall Institute!
Join us in Philadelphia, PA, October 27-29, 1994, for the Inclusive Schools Institute, "Building Partnerships for Diversity."

Don't Miss Exciting Sessions!
All concurrent sessions offer useful ideas and suggestions to easily transfer to your school and/or classroom.

- **Explore** the latest research, programs and strategies!
- **Learn** practical techniques!

Skill-Building! Including:

- **Inclusion: Getting it All Together**
- **Professional Collaboration**
- **Effective Team Building**
- **Teacher Competencies for Inclusion**
- **Optimum Instructional Techniques for the Inclusive Classroom**
- **Barriers/Obstacles for Students with Emotional/Behavioral Disorders**
- **The Changing Roles of Professional Development**
- **Peer Mediation**

Hear presentations by elementary, middle, and high school teams. School personnel share how they have moved toward being inclusive schools.

Includes...
Strategies for Principals and General Educators Too!

REGIONAL EVENT

Inclusive Schools Institute:

Building Partnerships for Diversity

NEW !

Coming soon to your area!

Philadelphia, Pennsylvania October 27-29, 1994
Dallas, Texas February 16-18, 1995

Preregistration Tuition
Member: $189 Nonmember: $229
On-Site Tuition
Member: $228 Nonmember: $278
Materials $35

Ask About the ADD Workshop!

Call Now! 1-800-224-6830

FREE Tuition for Your 5th Team Member! *Call for details.*

Attention Deficit Disorder Workshop

Date and Location:
Philadelphia, Pennsylvania
October 27, 1994
Dallas, Texas
February 16, 1995

Tuition: Only $99

Hurry. Call Today!
800/224-6830

Limited Space Available
FREE Tuition for 5th Team Member! *Call for details.*

School-to-Work Transition:

LCCE, Back by Popular Demand!

Date and Location:
Rochester, New York
October 6-8
Nashville, Tennessee
January 26-28

Tuition:
First participant • $298
Each add'l team member • $208

800/224-6830

Event Open to 40 Participants Only!

Mark Your Calendars Now For...

RACING TO EXCELLENCE
CEC Annual Convention
April 5-9, 1995 • Indianapolis, IN

Call 800/224-6830
For Preliminary Information

How to Get Your Voice Heard at CEC

You can make a difference! CEC members play an active role in determining CEC policy. By serving as a CEC delegate or by submitting a resolution for consideration, you can influence the legislation and regulations governing CEC—and our schools. Take advantage of this unique opportunity for leadership and get involved today!

What is a resolution?

Most CEC policies begin with a member who proposes an idea in the form of a resolution.

A resolution is a motion with a brief background statement that is brought before an assembly. A resolution is generally made in response to a problem or question.

CEC recognizes two special types of resolutions:

- **Special Purpose Resolutions** express the views, aims, beliefs, and/or aspirations of CEC in a specific area or topic for a specific period of time. They allow CEC to 'take a stand' on an issue. (Policy Manual, Section Four, Part 2, page 4)
- **Courtesy resolutions** are expressions of appreciation for CEC members who make outstanding contributions to the work of CEC and/or the well-being of exceptional children. (Policy Manual, Section Four, Part 2, page 4.)

Who can submit a resolution for consideration?

If you are a current CEC member, you can submit a resolution alone or represent your unit (professional or student chapter, branch, federation, or division).

Just remember to identify yourself or your group. (For example, Jane Doe, or Jane Doe, representing Tennessee Valley Chapter #107, or Jane Doe and John Smith, representing Delaware Federation #50, or The Association for the Gifted, etc.)

How do I write it?

It's simple. Write one or more *whereas* statements, citing the reasons or background of the resolution. Follow with a *therefore* statement citing the action or policy you want adopted. It is also important to include, separate from the resolution, information about its financial, administrative, and policy implications.

CEC Headquarters staff can review draft resolutions to ensure they meet all qualifications. Contact CEC at 703/620-3660 to request resolution forms.

How do I start the resolution process and get my voice heard?

CEC encourages all members to submit resolutions at any time of the year.

To ensure consideration of your resolution at this year's annual convention in Indianapolis, April 5-9, 1995, submit it to the CEC Executive Commitee—by January 1995—**four months prior to convention.**

However, resolutions can be submitted to the Executive Committee up until their first meeting at convention.

What gets final consideration?

Following review by the Resolutions Committee (Executive Committee), the resolution may be presented to the Board of Governors for consideration, referred to a standing committee for study, or presented directly to the Delegate Assembly with or without recommendations. The Board of Governors and/or the Delegate Assembly acts on Resolutions at the convention.

If you want to do more than just send a resolution in the mail ...be part of the action. BECOME A DELEGATE!

What is the Delegate Assembly?

The Delegate Assembly is CEC's legislative body, which meets at the CEC Annual International Convention.

Delegates from chapters, branches, federations, and divisions make important decisions for CEC.

This year delegates will address proposed amendments to the constitution and bylaws presented by the Governance Committee (See September *Exceptional Children*).

The Delegate Assembly adopts and amends the constitution and bylaws, adopts organizational and professional policies, elects officers, adopts standards and regulations that govern CEC units, adopts rates for dues and registration fees, and adopts regulations for the Student Council for Exceptional Children (SCEC).

How can I participate in The Delegate Assembly meetings at the CEC Annual International Convention?

It's easy. If you are planning to attend the CEC Annual International Convention, contact an officer of your unit (professional or student chapter, branch, federation, or division) and ask to be considered as a delegate. Officers are generally eager to have members get more involved.

Make sure your name is submitted on the Delegate Registration form. Your unit president will receive this form if current officers have been reported to CEC headquarters by December 1, 1994.

For you to become a delegate, your unit president must send the Delegate Registration form to Steve Smith, Credentials and Elections Committee Chairperson, c/o Membership Program, The Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091-1589, postmarked by **February 28, 1995**.

AN IMPORTANT NOTE: Associate members may submit resolutions **but may not be a delegate.** We encourage Associate members who want to be a delegate to join as a full member.

When am I notified about the Delegate Assembly?

You will receive a one-page flyer containing delegate instructions about 3 weeks before the convention.

How many delegate votes does my unit have each year?

The delegate votes for your unit are based on its total membership as of each June 30. This number is printed on the computer label found on the Delegate Registration form, which is sent to the unit president.

How long do I hold this office?

Delegates serve for 2 days during one convention, but you can always be selected again for next year's convention. ◆

☞ REPORT YOUR OFFICERS!

Don't miss important information!
Send your list of officers to CEC Headquarters!

Membership Program
Attn: Cheryl Mowery
The Council for Exceptional Children
1920 Association Drive
Reston, VA 22091-1589

Look What's Coming...

TEACHING Exceptional Children --Fall 1994 Issue!

This month's Special Focus, ***Multiple Intelligences: Giftedness, Diversity, and Problem-Solving,*** shows how the Theory of Multiple Intelligences translates into culturally relevant assessment and curriculum strategies that can be used by teachers.

Exceptional Children--Sept. 1994 Issue!

Look for the following articles published in the ***EC Perspectives*** section of *Exceptional Children* on issues currently being examined by policymakers and practitioners.

- The IDEA's Least Restrictive Environment Mandate: Legal Implications
- Must Instructionally Useful Performance Assessment Be Based in the Curriculum?

New Publications

These and over 300 more titles are listed in the fall catalog, ***CEC Resources—Products and Services for the Educator 1994-1995.***

- Strategies for Teacher Collaboration
- Instructional Solutions: A Computerized Tool that Supports Collaboration
- Issues and Options in Outcomes-Based Accountabili for Students with Disabilities
- Performance Assessment Mini-Library
- Meeting Early Intervention Challenges: Issues from Birth to Three
- Teaching Strategies: Education of Children with ADD

And, a New Video on ADHD.

Call 800/CEC-READ
(800/232-7323)

CEC Today

Advocacy in Action!

IDEA Testimony

Continued from cover.

Necessary changes include making the IEP more instructionally relevant, providing for mediation in school/parent disputes, strengthening assessment procedures, revising many in-state funding formulas, and focusing on issues of cultural diversity. These changes are essential if IDEA is to continue to meet the needs of special education students, their families, and their educators, she explained.

"[I]t is incumbent upon all of us to take full advantage of what we have learned in this 20-year period that might lead to improvements in IDEA," Gillet said. "It (the law) must reflect for children with disabilities the basic tenets and directions of national policy in education reform as expressed in the 'Goals 2000: Educate America Act'" ...and, at the same time, it must "stand as the rock of stability in its declaration of the fundamental and unchanging rights and protections for children with disabilities and their families."

Gillet's statement was based on input from CEC members and units over the past year.

Highlights from CEC's testimony include the following recommendations:

IEP Revisions

- Eliminate the requirement that each annual goal have two short-term objectives.
- Teacher(s) who participate(s) in the IEP meeting must be the one(s) who work with the child on a regular basis.
- IEP teams should be required to develop a transition plan for students with disabilities at age 14 or younger (rather than 16).
- Make the IEP more family-focused, particularly for children in the elementary grades.
- Eliminate the requirement that schools notify parents every time there is a change in the strategies used to implement the child's IEP. (Parents will continue to be notified of any change in the child's identification, evaluation, IEP, or placement.)

Assessment Changes

- Schools should not engage in repetitive testing unless specifically asked to by the parents or teacher. Likewise, parents should be allowed to waive any particular test(s) at the time of reevaluation. CEC recommends reevaluations be conducted every 3 years and at the following transition points: 4th grade level, before entry into middle/junior high school, and before entry into high school.
- The term "serious emotional disturbance" must be changed to "emotional or behavioral disorder" so that children with disorders of this nature can be accurately identified.
- The law should de-emphasize the current "medical model" and clearly reflect needed support services by identifying competence, instructional need, and growth for *all* students.
- Diagnostic categories should not be required for the primary grades. The "developmentally delayed" definition could be applied to children aged 6, 7, and 8.

Procedural Safeguards

- States should be required to make mediation available to parents.
- Before obtaining independent evaluations, parents should be required to meet with school officials to discuss their concerns about the evaluation performed by school officials, providing an opportunity for schools and parents to work together to address evaluation-related issues.

Providing for Culturally Diverse Students

- The Annual Report to Congress on the Implementation of IDEA should include data on representation of students who are culturally and linguistically diverse in special education.
- Additional Federal resources should be dedicated to developing effective instruc-

tional practices for children with disabilities who are culturally and linguistically diverse.

New Funding Procedures

- The federal government should require states to ensure their state funding formula is "placement-neutral."

In its complete statement concerning the reauthorization of IDEA, CEC provides an in-depth discussion of each of the issues listed above, plus many others CEC feels would benefit from a review during authorization.

For a copy of CEC's IDEA reauthorization testimony (23 pages), call the Department of Public Policy at 703/264-9498.

Legislative Update

ESEA

Improving America's Schools Act

CEC Challenges Lawmakers to Oppose Amendments Damaging to Students with Disabilities

August 3, 1994—On behalf of the 54,000 educators, parents, administrators, and other Council for Exceptional Children (CEC) members, CEC sent a letter to selected conferees to convey concern over the adoption of several amendments to the Senate's version of the Improving America's Schools Act (S. 1513). The conferees will develop the final legislation representing both the House and Senate.

The issues set forth in the letter impact practice at the local and state level and are excerpted here for your information and utilization.

Gorton Amendment

The Senate agreed to accept Senator Slade Gorton's amendment to S. 1513 to override guaranteed protections for children with disabilities as set forth in the Individuals with Disabilities Education Act (IDEA). The amendment exempts IDEA's "stay put" provision—the provision that bans schools from changing a special education student's placement without parental approval or due process procedures—if a student is charged with bringing a weapon to school or demonstrates "life-threatening behavior."

Under Senator Gorton's amendment, school officials could put violent students in an interim placement for 90 days while schools and parents determine a new placement.

The Senate also accepted an amendment sponsored by Senator James Jeffords that would allow schools to move students with disabilities from their original placement if they brought a weapon to school.

While CEC is also concerned about discipline issues related to IDEA's stay put provision, we do not believe IDEA should be amended through the Improving America's Schools Act. As the reauthorization of IDEA will occur next year, we should address this concern within the context of IDEA.

Amending the disability safeguards on the Improving America's Schools Act blames children with disabilities for violence in schools. Furthermore, the language of Senator Gorton's amendment is troublesome. Children with disabilities are often discriminated against, and this provision opens the door for abuse.

Carl D. Perkins Vocational and Applied Technology Act

CEC is also concerned about an amendment sponsored by Senator Nancy Kassebaum that would prohibit the Department of Education from issuing new regulations for the Carl D. Perkins Vocational and Applied Technology Education Act.

Under the Perkins legislation as enacted, a school district or postsecondary institution must provide special population students (including students with disabilities) equal access to the full range of school programs and activities. The schools and institutions must also provide special students the supplementary services they need to succeed in these programs. The regulations issued in 1992 did not reflect the intent of Congress to fully include children with disabilities.

Because CEC is dedicated to improving the educational outcomes of children with special needs, we urged the Department of Education to revise the current regulations to ensure that youth with disabilities are included in vocational education programs. New regulations must be issued to comply with the Perkins Act and allow children with disabilities the opportunity to participate fully in vocational education programs.

The letter continues by urging the Improving America's Schools Act conferees "to oppose the adoption of the Gorton and Jeffords school violence provisions and the Kassebaum vocational education amendment." ◆

Gear Up for a Great Year

Time and resources are a student's most precious assets. Whether you are getting ready to student teach or hit the books, making the most of your time is a constant challenge.

Time Saving Tips

- Standing in long lines for registration? Bring something to read (we suggest *CEC Today*), or write cards to friends.
- Ask your advisor for two signatures. No matter what your class status is, there is always a class to add or drop. Why not pick up an extra form the first time?
- Beat the rush at the bookstore by rising early.
- Always have sticky-notes for addresses, brainstorm ideas, and questions.

Borrow from the Pros!

- Real learning starts in the professional world, especially in education. Make the most of field experiences and practica by watching the pros do it.
- Make arrangements to observe an IEP meeting. Teachers can always use someone to take notes, but make sure parents approve.
- Accompany a teacher on a home visit and pick up tips on communicating effectively on family turf.
- Put a pencil behind your ear and shuffle papers with a teacher. Learn grading and IEP techniques before you teach.
- Observe team teaching in an inclusive classroom to determine what works.
- Why not ask why? Is what you are learning applicable to what really goes on?

Freebies Come in Handy!

- Be a resource "junkie"! CEC has a wealth of free and low-cost information available. Policies, publications, digests, advice, and more!
- Reach out and touch ERIC at 1-800-328-0272 for quick reference lists of topics you need to know more about.
- Open wide. Bring a bag for gathering free material at conferences. There will be great finds to fill your bag at Indianapolis.
- Keep textbooks for future reference, but, in the meantime, rent them out—you can always use a few bucks.
- Drive slowly by yard sales and watch for a table of old books. This is a thrifty way to build your classroom library.
- Get incentive gifts for your chapter or your students. Ask your local banks and businesses to support you.

Getting Ready for Your Professional Debut

- With resumes flying across desks, you need something to make yours stand out. Professional development starts with preprofessional training and a professional resume.
- Attend the CEC convention in Indianapolis and discover hot topics in other states/provinces. Network with others. Interview on-site! Bring your resume to the job fair.
- Submit a proposal for the CEC annual convention or a federation or division conference. Conventions/conferences are great for sharing questions and ideas. (And they look great on a resume too!)
- Plan a chapter activity that provides a service to the school system. Administrators remember names for employment.
- Get involved with your local or state CEC unit! Serve on a CEC committee! You'll make valuable contacts and learn a lot too! ◆

WANTED

Student CEC Pin Artists!

Do you like to draw?
Put your creative talents to use and design a pin for Student CEC!

Send your designs to:
Alissa Johnston
2403 27th Ave. South #819
Grand Forks, ND 58201

New Report

Continued from Cover

sionals, as well as the sharing of resources and responsibilities.

> *"The bonding that occurred is representative of what happens when we bring children and adults together in a setting where they can be successful."* Shirley Sainsburg, Special Education Teacher

A Blueprint for Educators

Creating Schools for All Our Students: What 12 Schools Have to Say provides an in-depth look at inclusive schools and the factors needed to make them work. The book, to be published this fall, reports the findings of the Working Forum on Inclusive Schools.

The Forum, a collaborative effort by CEC and nine other national education associations, brought approximately 120 educators, parents, and school officials from the U.S. and Canada together to discuss the inclusive school experience. Highlights of the book include:

Ingredients for Success

Inclusive Schools in Action
Schools that have incorporated students with disabilities into their educational environment present real-life insights into the challenges of developing inclusive schools and strategies to overcome those challenges.

Community
The inclusive school requires a true sense of community, including the building of a common vision, use of problem-solving teams, parents as partners, teachers as partners, students as problem-solvers, and community members as volunteers. The importance of planning time, bringing services to students, flexible scheduling and more opportunities for interaction are stressed.

> *"Successful inclusion is built from the ground up. It involves all stakeholders and, if it is to work, it is ever-changing. Most of all, it requires more resources, ...to provide staffing, time for collaboration, etc. It costs more money."* —Gary Brown, Teacher Association Representative

Collaboration, Collegiality, and Partnership
What does it really mean to co-teach? Teachers tell how co-teaching partnerships form. The benefits of role release—sharing what you know with others—are also examined.

Success in Action
A firsthand view of innovative instruction techniques and technologies. Schools describe curriculum modification, individual instruction, cooperative learning groups, peer tutoring, new forms of student assessment, school evaluation, and technologies that increase student achievement.

Leadership
Strong leadership from the building principal is essential for successful inclusive schools. The structures and supports principals must establish are identified, including site-based authority, shared leadership, adequate planning time, commitment to staff development and dedication of resources.

Working Together to Create More Inclusive Schools
Lists and directives to help implement inclusive schools: what state and local school boards, central administrators, associations, unions, principals, teachers, classroom assistants, support services staff, parents, colleges and universities can do.

> *"Schools where inclusion is working do not have all the answers, but the environment has provided professionals a structure that encourages people to grow and change."* —Sandi Cole, Special Education Administrator

A Wealth of Knowledge

Creating an inclusive school is an exciting and challenging experience. Make sure you have the information you need to participate confidently and successfully in the inclusive school community.

Creating New Schools for All Our Students: What 12 Schools Have to Say is a compilation of real-life experiences with the inclusive school and will help you achieve this goal. ◆

Participating Education Associations

Creating Schools for All Our Students: What 12 Schools Have to Say is the report from the collaborative efforts of American Association of School Administrators, American Federation of Teachers, The Council for Exceptional Children, The Council of Great City Schools, National Association of Elementary School Principals, National Association of Secondary School Principals, National Association of State Boards of Education, National Association of State Directors of Special Education, National Education Association, and the National School Boards Association, and supported by the Computer Curriculum Corporation.

For information call 800/CEC-READ.

Division Focus

Participating CEC Divisions at CEC Headquarters' Leadership Training Institute in July were asked to provide information on how they address inclusive schools and community issues. Here are the responses received at press time.

CASE

CCBD

CEC-DR

CEC-PD

CEDS

DCCD

DCDT

DDEL

DEC

DISES

DLD

DPHD

DVH

MRDD

TAG

TAM

TED

DEC

The Division for Early Childhood (DEC) has adopted three position statements on inclusive schools.

- **Position on Inclusion** - addresses inclusiveness within the context of "natural settings" within communities. It calls for full and successful access to health, social services, education, and other support services that "promote full participation in community life."
- **Position on Early Intervention Services for Children from Birth to Age 8** - sets an overall framework for the identification and delivery of services to very young children with special needs and their families.
- **Position on Personnel Standards for Early Education and Early Intervention** - a joint statement of DEC, the Association of Teacher Educators, and the National Association for the Education of Young Children delineates the philosophical assumptions that should guide professional standards, the structure of certification, and a framework for the content of certification standards.

For copies of these position statements, contact:

DEC Executive Office
2500 Baldwick Road, Suite 15
Pittsburgh, PA 15205
FAX: 412/937-7960

CASE

The Council of Administrators of Special Education (CASE) has produced a variety of user-friendly products to educate people about inclusive schools and the broader issue of school reform, including:

- ***CASE Future Agenda for Special Education: Creating a Unified Education System*** - enables educators and policymakers to address special education issues in their efforts to restructure schools. (Available from CEC, D423, $10.00.)
- ***Two Faces of Inclusion: The Concept and the Practice* (Video)** - Combines the thoughts of leading scholars with the actions and advice of practicing teachers, principals, parents, and leading special education administrators. In an informal conversational format, it discusses what inclusion is and is not. (Available from CEC, #M5017, **$99**/$142).
- ***Facing Inclusion Together* (Video)** - Depicts the collaboration and the co-teaching of professionals from regular and special education. Strategies appropriate for elementary, middle school, and high school are presented. (Available from CEC, #M5019, **$99**/$142).

  Two-video package, #M5015, **$178**/$255.

- ***Student Voices in a Learner-Centered School*** **(Video)** - Share the experience of students, parents, and teachers who tell what it's like to learn in a school where the students construct their own learning plans, select and arrange resources, and apply what they learn to real-life situations of interest to them. (Available from CEC, #M5065, **$125**/$160.)
- ***Gathering the Dreamers: The Transformation Process to a Learner-Centered School*** **(Video)** - A group of five teachers working with supportive school and district leadership created a vision and set of essential behaviors that has led to a student-centered school dedicated to life-long learning. (Available from CEC, #M5066, **$125**/$160.)

  Two-video package, #M5067, **$225**/$288.

CCBD

The Council for Children with Behavioral Disorders (CCBD) held two forums on inclusive schools during the past year.

- ***Ensuring Appropriate Services to Children and Youth with Emotional/ Behavioral Disorders*** Contains 3 audiotapes of the keynote presentations and a report of the highlights of each forum. They describe how inclusive practices can work with students with difficult behavioral and emotional problems. (Available from CEC. Packages from each forum are #D5040, #D5057, **$35.90**/$51.25 each.)

Division presidents hard at work at CEC Headquarters Summer Leadership Training Institute

DLD

The Division for Learning Disabilities (DLD) produced a brochure entitled:

- ***Inclusion: What Does It Mean for Students with Learning Disabilities?*** This brochure, which discusses inclusive schools within the context of a continuum of services, is designed for general audiences. (Available from CEC in packets of 50, #D421, $6.50, $3.50 for shipping and handling).
- **Professional Development:** In addition, DLD plans to hold an symposium of researchers and practitioners to examine the general education classroom and its relationship to meeting the educational needs of students with learning disabilities. Products reporting the outcomes of the symposium will be available this summer. Call ***Deborah Speece***, 301/405-6482.

On July 9-11,1995, in Asheville, North Carolina, DLD will conduct a hands-on institute for teams of special education and general education teachers to learn techniques and strategies for working together in collaborative schools. For information, contact ***Cindy Terry***, 217/782-6601.

MRDD

The **Division on Mental Retardation and Developmental Disabilities (MRDD)** is sponsoring its Fourth International Conference, "***Common Goals: Inclusion, Transition, Life Skills—Effective Practices and Preparation for the 21st Century,***" September 30-October 2, 1994, Arlington Heights, IL. Contact: ***Larry Sargent***, 515/265-5301. ◆

For Information About Division Products Available Through CEC, Call 800/CEC-READ(232-7323).

CEC Policy on Inclusive Schools and Community Settings

The Council for Exceptional Children believes all children, youth, and young adults with disabilities are entitled to a free and appropriate education and/or services that lead to an adult life characterized by satisfying relations with others, independent living, productive engagement in the community, and participation in society at large.

To achieve such outcomes, there must exist for all children, youth, and young adults a rich variety of early intervention, educational, and vocational program options and experiences. Access to these programs and experiences should be based on individual educational need and desired outcomes.

Furthermore, students and their families or guardians, as members of the planning team, may recommend the placement, curriculum option, and the exit document to be pursued.

CEC believes that a continuum of services must be available for all children, youth, and young adults. CEC also believes that the concept of inclusion is a meaningful goal to be pursued in our schools and communities.

In addition, CEC believes children, youth, and young adults with disabilities should be served whenever possible in general education classrooms in inclusive neighborhood schools and community settings. Such settings should be strengthened and supported by an infusion of specially trained personnel and other appropriate supportive practices according to the individual needs of the child.

Policy Implications

Schools

In inclusive schools, the building administrator and staff with assistance from the special education administration should be primarily responsible for the education of children, youth, and young adults with disabilities. The administrator(s) and other school personnel must have appropriate support and technical assistance to enable them to fulfill their responsibilities. Leaders in state/provincial and local governments must redefine rules and regulations as necessary, and grant school personnel greater authority to make decisions regarding curriculum, materials, instructional practice, and staffing patterns.

In return for greater autonomy, the school administrator and staff should establish high standards for each child and youth and should be held accountable for his or her progress toward outcomes.

Communities

Inclusive schools must be located in inclusive communities; therefore, CEC invites all educators, other professionals, and family members to work together to create early intervention, educational, and vocational programs and experiences that are collegial, inclusive, and responsive to the diversity of children, youth, and young adults. Policymakers at the highest levels of state/provincial and local government, as well as school administration, also must support inclusion in the educational reforms they espouse.

Further, the policymakers should fund programs in nutrition, early intervention, health care, parent education, and other social support programs that prepare all children, youth, and young adults to do well in school.

There can be no meaningful school reform, nor inclusive schools, without funding of these key prerequisites. Equally as important, there must be interagency agreements and collaboration with local governments and businesses to help prepare students to assume a constructive role in an inclusive community.

Professional Development

Finally, state/provincial departments of education, local educational districts, and colleges and universities must provide high-quality preservice and continuing professional development experiences that prepare all general educators to work effectively with children, youth, and young adults representing a wide range of abilities and disabilities, experiences, cultural and linguistic backgrounds, attitudes, and expectations.

Moreover, special educators should be trained with an emphasis on their roles in inclusive schools and community settings. They also must learn the importance of establishing ambitious goals for their students and of using appropriate means of monitoring the progress of children, youth, and young adults. ◆

From the CEC Policy Manual, Section 3, Part 1

Order your ***CEC Policies for Delivery of Services to Exceptional Children*** for a comprehensive collection of CEC's basic commitments and responsibilites to exceptional children. Provides documentation of the largest special educators associations' positions on vital issues. #R5075. **CEC Members $10**/$14.30. Call 800/CEC-READ (232-7323).

PROFESSIONAL STANDARDS

CEC Sets Standards for Excellence

CEC continues to lead the education community in identifying the skills and knowledge required for professionalism and distinction.

CEC members hold 13 of 15 seats--including chair and co-chair--on the Exceptional Needs Standards Committee. The Committee, recently established by the National Board for Professional Teaching Standards (NBPTS), will play an integral role in developing standards of excellence for special education teachers. NBPTS will certify teachers who excel in their profession and meet rigorous national standards.

CEC committee members include: Chair, ***Rosalie Dibert***, former Clarissa Hug Teacher of the Year; Co-chair, ***Alba Ortiz***, former CEC President; ***Albert M. Babich***, resource teacher in Platte City, MO; ***Barbara Braaten***, special education teacher and program coordinator, Minneapolis, MN; ***Candye Chavez***, teacher of children with learning disabilities, Oklahoma City, OK; ***Susan Easterbrooks***, professor of education for the deaf, Jacksonville State University (AL); ***Robert Garcia***, secondary-level teacher of children with severe disabilities, Huntington Beach, CA; ***H. William Heller***, dean and executive officer, University of South Florida; ***Bonnie Jones***, teacher of children with learning disabilities, Alexandria, VA; ***Matty Rodriguez-Walling***, teacher of students with emotional disabilities and 1994 Clarissa Hug Teacher of the Year, Miami, FL; ***Barbara Sirvis***, Vice President, State University of New York at Brockport; ***Cheryl Watkins***, teacher of students with autism, Chicago, IL; and ***Ann Welch***, resource teacher and Clarissa Hug Teacher of the Year, Charlottesville, VA.

The two non-CEC members are ***Julie Ashworth***, 3rd grade teacher from Sioux Falls, SD, and ***Beth Joan Lief***, founding executive director of the Fund for New York City Public Education. **Congratulations!**

◆

EMPLOYMENT OPPORTUNITIES

Special Assistant to the Executive Director for Ethnic and Multicultural Concerns sought by The Council for Exceptional Children. Master's degree in special education or related field. Demonstrated teaching and/or administrative experience with, understanding of, and advocate for, diverse exceptional children, their families and the professionals who work on their behalf. Ensures that ethnic and multicultural concerns are addressed in all CEC activities. Serves as ombudsman for ethnically diverse members. Minimum salary $45,008.

Apply Today!

CEC actively seeks applications from minorities, women, and individuals with disabilities. Resume and cover letter by **9/30/94**.

To: **Human Resources**
The Council for Exceptional Children • 1920 Association Drive • Reston, VA 22091

Resources For $1

ERIC Digests and Research Briefs! *You are free to reproduce these 2-page digests, research briefs, and minibibliographies developed by the ERIC Clearinghouse on Disabilities and Gifted Education. For a full list of digest titles, see the fall catalog.*

Order All 10 for Only $10!

- ☐ ***Including Students with Disabilities in the General Education Classroom.*** ERIC Digest E521.
- ☐ ***Including Students with Disabilities: A Minibibliography.*** ERIC Digest E521.1.
- ☐ ***Integrating Students with Severe Disabilites.*** ERIC Digest E468.
- ☐ ***Adapting Instructional Materials for Mainstreamed Students.*** ERIC Research Brief E709.
- ☐ ***Research on the Effectiveness of Mainstreaming.*** ERIC Research Brief E714.
- ☐ ***Peer Tutoring: When Working Together is Better Than Working Alone.*** ERIC Research Brief E730.
- ☐ ***Challenging Gifted Students in the Regular Classroom.*** ERIC Digest E513.
- ☐ ***Differentiating Curriculum for Gifted Students.*** ERIC Digest E510.
- ☐ ***Performance Assessment.*** ERIC Digest E733.
- ☐ ***Performance Assessment Minibibliography.*** ERIC Minibib E734.

Total orders for less than $10 must be prepaid by check (U.S. dollars only; payable to The Council for Exceptional Children). Please add $2 shipping and handling on all orders.

Order Today!
Send Digest/Research Brief number(s) and payment to:
CEC Publications •Dept. K40963
1920 Association Drive
Reston, VA 22091

CALENDAR OF CEC EVENTS

SEPTEMBER

Sept. 30-Oct. 2, 1994

MRDD's 4th International Conference, "Common Goals: Inclusion, Transition, Life Skills... for the 21st Century"

Arlington Heights, IL. Contact Iris Kerbis Puccini, **708/933-8863.**

OCTOBER

October 5-9, 1994

1994 Annual International DEC Conference "Into the 21st Century: Creating Inclusive Communities Together"

St. Louis, MO. Contact DEC, **410/269-6801.**

October 6-8, 1994

School to Work Transition: LCCE Regional Training

Rochester, NY. Call CEC, **800/224-6830.**

October 13-15, 1994

Florida Federation Conference, "Including Each Child"

Tampa, FL. Call Jan Schorr, **904/274-3440.**

October 20-21, 1994

Kansas State CEC Federation, "It Takes a Whole Village to Raise a Child"

Manhattan, KS. Call Mark Goor, **316/341-5822.**

October 27, 1994

ADD Workshop

Hyatt-Cherry Hill, NJ. Philadelphia, PA. Call CEC, **800/224-6830.**

October 27-29, 1994

Institute on Inclusive Schools

Hyatt-Cherry Hill, NJ. Philadelphia, PA. Call CEC, **800/224-6830.**

October 27-29, 1994

Saskatchewan CEC Federation Conference, "Making Tomorrow Better"

Moose Jaw, Saskatchewan. Call Jan Rowlinson or Carol Smith, **306/693-4631.**

NOVEMBER

November 2-5, 1994

Congress '94 "Challenging Every Child"

The Alberta Federation of The Council for Exceptional Children, Palliser Hotel, Calgary, Alberta. Call: R. St. Onge, **403/297-4606.**

November 2-5, 1994

Teacher Education Division (TED) Annual Conference "Special Education Personnel Supply: Issues Regarding Quality and Quantity"

San Diego, CA. Call: Patricia Cegelka, **619/594-3745**; or Belinda Karge, **619/594-6627.**

November 3-4, 1994

Pennsylvania Federation Conference, "Visions: Success for All"

Harrisburg-Hershey Holiday Inn, Grantville, PA. Call: Deborah Dendas, **717/544-9131.**

November 3-5, 1994

Illinois Federation Conference, "Exceptional Education: A Vision for All"

Woodfield Hilton, Arlington Heights, IL. Call: Christy Chambers, **815/624-2615** (w), **815/623-2508** (h).

November 4-5, 1994

New York State Federation Conference, "Teachers Making a Difference: Effective Solutions for Real Problems"

Hyatt Regency, Rochester, NY. Call: Debbie Chicorelli, **607/432-4909.**

November 10-12, 1994

Symposium on Muliculturally and Linguistically Diverse Exceptional Children

Holiday Inn on the Bay, San Diego, CA. Call CEC: **800/224-6830**. Hotel reservations: Holiday Inn on the Bay, 800/422-9743; 619/232-3861.

November 17-19, 1994

Ohio Federation Conference

Stouffer Hotel, Dayton, OH. Call: Mary Ellen Wilson, **513/231-3600.**

Send your Federation Division Meeting Announcements to CEC Today • 1920 Association Drive • Reston, VA 22091-1589

The Council for Exceptional Children
1920 Association Drive
Reston, VA 22091-1589

NONPROFIT
ORGANIZATION
U.S. POSTAGE
PAID
RICHMOND, VA
PERMIT NO. 930

Ready! Set! Go! *to CEC's Racing to Excellence • Indianapolis • April 5-9, 1995*

CEC today

EXCLUSIVELY FOR MEMBERS OF THE COUNCIL FOR EXCEPTIONAL CHILDREN

VOL. 1 NO. 6
OCTOBER 1994

Diversity: Teaching a Special Population

BY SHERNAZ GARCIA
AND JAMES YATES

By 1995, more than one-third of our students will be from a culturally diverse group.

"I think teachers could help students—try to influence them—tell them they can do whatever they want to do—that they got opportunities out there... What they need to do is try to know the student before trying to influence him. If you don't know a student, if you don't know his background, there's no way you are going to get in touch with him."—Manuel Gomes, 19

"I want to learn something good from my culture and something good from American culture. And I want to take both cultures and select something good."—Hoang Vinh, 18

The voices of Manuel and Vinh resonate with the diversity found among our students today and mirror the concerns of many culturally diverse students and their teachers: how to take advantage of the best educational opportunities, how to meet their educational goals, and what is the role of native language and culture in mainstream U.S. culture.

These questions grow in importance as our school population changes. By 1995, more than one-third of our students will be from a culturally diverse group. Many will speak little or no English. A disproportionate number will be placed in special education programs. A high number—up to 35%, according to the National Center for Educational Statistics—could drop out of school.

To combat these problems, educators must find ways to meet the needs of these students. New research and model programs such as the Optimal Learning Environment project are providing new strategies that help our culturally diverse population—and all our students—gain an appreciation for each other's cultures and achieve success.

The Challenge Special Educators Face

Today and in the future schools must develop programs, teaching methods, and resources to teach a diverse student body and improve special education service delivery for culturally and linguistically diverse exceptional (CLDE) learners.

Continues on page 10

CEC Supports Reform Efforts for Special Education

CEC recently played a key role in creating a national plan for the future of educational services for children and youth with disabilities. CEC joined other education leaders in a series of meetings sponsored by the Department of Education to develop a National Agenda for Achieving Better Results for Children and Youth with Disabilities.

CEC representatives and other forum participants identified areas that require national, state, and local reform if we are to ensure all children and youth, including those with disabilities, are educated to their fullest potential. The forum also recommended strategies to achieve that goal.

"The National Agenda suggests an important step forward for special education," said Joseph Ballard, CEC's Assistant Executive Director, Department of Public Policy. "The Agenda's recommendations will further the collective national effort to provide students with equal educational opportunity

Continues on page 7

inside

Moving Up the Career Ladder 2
CEC Acts for Disability Research 4
Jumpstart Your Trip to Indy 6

Moving Up the Career Ladder

An interview with the president of CEC

CEC Today asked Pam Gillet, CEC's 1994–1995 president, to share her insights into career advancement with our readers.

Gillet's distinguished career includes serving as a regular and special education teacher, adjunct college instructor, and director of a teacher training program. Gillet has also held the position of principal, assistant director, and superintendent of special education programs and organizations.

Why did you leave the classroom?

In the classroom, I impacted the lives of students and families on a small scale. As an administrator, I could have a broader impact by establishing new programs and refining existing ones.

What contributed to your success?

- The students. Each one presented a different challenge, and that was my basis for taking classes, reviewing literature, and doing research.
- I worked with many groups of students with exceptionalities—early childhood to high school—in almost all areas of special education. That experience broadened my perspective.... And the job opportunities were there.
- The encouragement of my family and co-workers.

What difficulties have you encountered in your career?

- Trying to build a consensus with a group of people all working for a common goal but coming from different perspectives can be a problem. You do better by facilitating than directing. I didn't know that when I started.
- It takes a long time to make decisions in an educational bureaucracy. By the time you actually get a program going, it can be 2–3 years after the initial thought. The time lag cuts enthusiasm and can be a disservice to the kids.
- We can be too legalistic...as administrators we've become more concerned about following rules than solving child-oriented problems.

How have you made a difference as an administrator?

I hope some of the programs that were not in existence when I came into this job have proved beneficial for students and teachers I mentored. I want teachers to pursue career ladders and/or advance creative ideas for developing new programs. I hope the articles and books I've written and personnel policies I've instituted have helped others. And I hope the programs and services I instituted as a supplement to standard educational programs helped our students.

What are your most significant professional achievements?

Creating programs that serve children in special ways: programs for children from birth–3, for students with limited English proficiency, for transition services that go beyond legal requirements—and convincing 10-member school districts to support our programs after the grant runs out... I was able to provide the ideal situation versus simply an appropriate one.

What steps should an educator who wants to move up the career ladder take?

- Never be intimidated. Be convinced you can do the job.
- If you aspire to a top position, you must be able to take risks. If asked to design a program or write something...try to do it rather than stay with something you feel comfortable with.
- Move up incrementally and do the best job you can at each level. And remember, it's okay to stay at middle management. You don't have to be the #1 person in an organization to know you have achieved and made an impact.
- Don't be job-bound.
- Grow with a professional organization by achieving an officer position. That experience will help you develop skills you will need for top leadership: coalition-building, decision making, taking responsibility....

CEC gave me the opportunity to grow in a leadership role at the local, division, and state level; broadened my experience; and helped me in my professional performance.

- If you are a woman, find a woman administrator you can work under or with and use her as a model.

How is advancement into administrative positions different for women than for men?

I would like to say things have evened out, but I'm not sure they have. People are not sure a woman can really head an organization or school district. A woman still has to prove she can make decisions on a rational rather than emotional basis. We also must be more concerned about consistent performance—repeatedly showing we have fully researched a topic—before a decision is made.

The board of education or other administrators will test a woman to see if she can make decisions quickly, be directive, and stick to her guns.

What should women beware of?

Women should not deceive themselves into thinking that the climb up the ladder is easy, for then you'll be disillusioned when setbacks come. Understand you won't always move in a clear line of progression.

Also, women shouldn't feel that because they are female they have more right to a job than a man.

Finally, if you move up and find an administrative position is not right for you, don't be afraid to change.

What general advice would you offer?

Those who aspire to a leadership role should absolutely follow that desire. ■

CEC's Liability Insurance Program Matches Up

	CEC Savers Property & Casualty & North American Re–Ins	**NEA** Employers Reinsurance Co
Policy Form	Occurrence	Occurrence
Cost of Defense	Paid in addition to limit of liability	Paid in addition to limit of liability
Available Limits	$250,000, $500,000 or $1,000,000 per insured per claim. No per claim aggregate limit.	$1,000,000 per insured per claim subject to $3,000,000 per claim for all insureds.
Coverage Applies	To legal actions arising out of duties as employees of educational entity	To legal actions arising out of duties as employee of educational entity
Are Part–Time Educational Duties Covered?	Yes, member may purchase for additional premium	No
Are Suits Between Employees in Same School Building or District Covered?	Yes	No
Are Suits that Do Not Ask for Monetary Damages Covered?	Yes, up to $25,000 for legal fees	No
Is Coverage in Civil Rights Cases Unlimited?	Yes	No. $250,000 for both damages & defense costs
Are Premiums for Bail Bonds Covered?	Yes, up to $1,000	Yes, up to $1,000
Coverage for Criminal Acts?	Yes, reimbursement of insured's legal expenses up to $25,000 if found not guilty. Up to $10,000 for criminal allegations as the result of corporal punishment if found not guilty.	Yes, reimbursement of insured's legal expenses up to $35,000 if found not guilty.
Assault Related to Personal Property	No coverage.	Up to $250 after homeowners policy has paid for damage to property of insured caused by an assault upon the insured on school property or while on a school authorized activity.
Cost	$80.00 for $1,000,000; $50.00 for $500,000; $37.50 for $250,000, plus association dues.	Included as part of dues.

CEC has recently received several requests for information regarding our professional liability insurance and how it compares to other leading insurance programs. Following is an overview of CEC's liability insurance.

As a CEC member, you are eligible to take advantage of one or more of our cost–effective, comprehensive insurance programs. A really popular program is our professional liability insurance, which offers superior coverage at minimal cost.

CEC's insurance program is offered through the Trust for Insuring Educators, which does not pay member organizations royalties. As a result, CEC can offer our members the lowest possible rates.

All CEC members are eligible—

CEC professional liability insurance is available to all full-time professional

Continued on page 15

inside

OCTOBER 1994 VOL. 1 NO. 6

CEC Today is published by
The Council for Exceptional Children, 1920
Association Drive, Reston, VA 22091-1589
Telephone 703/620-3660

CEC Today is not copyrighted. Members are encouraged to copy and disseminate information in this publication.

CEC President: Pam Gillet

Interim Executive Director: Nancy D. Safer

Editor: Lynda C. Voyles

Contributing Editors: Jacki Bootel, Department of Public Policy; Jean Boston, Publications and Professional Standards; Brian Carroll, Professional Development; Grace Durán, Ethnic and Multicultural Concerns; Cindy Fox, Marketing and Public Relations; Karen Vermaire Fox, Student CEC; Jeanne Glover, Membership; Shelia Mingo, Grants/Contracts and Research

Diversity 1
Special Education Reform 1
Moving Up the Career Ladder 2
CEC Liability Insurance Program 3
Advocacy in Action 4
Student CEC Spotlight 6
Jumpstart Your Trip to Indy
Canada CEC 7
Division Focus 8
Professional Advancement 11
Viewpoint 12
Ethic of Care in Special Education Administration
Member-to-Member 14
Build a Positive Relationship with Your Administrator
Calendar of CEC Events 16

Advocacy in Action

CEC Acts to Keep Special Education Research Safe

CEC is working to ensure that appropriations for disability research remain intact.

Under language included in the House and Senate committee reports for appropriations for the Departments of Labor, Health and Human Services (HHS), and Education (ED), programs (authorities) currently administered by the Office of Special Education Programs (OSEP) could be moved to the Office of Educational Research and Improvement (OERI) for FY1996. CEC is concerned that transferring these programs to OERI could sever the link between research and practice. Furthermore, funds specifically earmarked for disability research could be lost in the consolidation.

According to Senator Tom Harkin (D-IA) and Arlen Spector (R-PA), the Senate committee report did not mean to include programs administered by OSEP in the directive. On August 8, the Senators conducted a "colloquy" on the Senate floor to address this issue.

CEC will also urge conferees on the House and Senate Appropriations bills to include clarifying language in the conference report.

The provision reads as follows:

The Committee directs the Department to transfer the funding and management of research, evaluation, and demonstration activities throughout the department to OERI in the FY 1996 budget request.

Senate Approves Educational Funding for FY 1995

On August 10, the Senate passed its FY 1995 appropriations bill for the Departments of Labor, HHS, and ED. The Senate adopted the committee-passed appropriations figures, which are generally higher than those passed by the House.

- **Part B State Grant** (Funds the states receive to implement special education programs for school-age children)—The Senate requested an additional $120 million (5.6% increase) for a total of $2.3 billion for FY 1995. This figure includes an $82.9 million offset—funds cut from the Chapter 1 Handicapped Program (Public Law 89-313)—and shifted to the State and Local Grant program.
- **Preschool**—The Senate requested an additional $28 million (8.3% increase) for a total of $367.3 million for FY 1995.
- **Early Intervention**—The Senate requested an additional $38 million (15% increase) for a total of $325.1 million for FY 1995. This figure includes a $34 million offset—funds cut from the Chapter 1 State Operated Program (P.L. 89-313)— and shifted to Early Intervention.
- **Special Purposes**—The Senate requested funds for an increase of $4.3 million, with small increases in: Severe Disabilities, Secondary and Transitional Services, Special Studies, Media and Captioning Services, and Parent Training.
- **Javits Gifted and Talented Students Education Act**—The Senate requested $9.5 million for FY 1995—a cut of $86,000 from last year's funding. This is the same appropriation requested by the House.

Please contact members of the House and Senate Subcommittees on Labor, HHS, and ED Appropriations and lobby them to urge Congress to adopt the Senate's request for higher funding levels for IDEA programs. CEC also encourages you to express your outrage over the proposed cut in the Javits program.

Congressional Leaders Introduce Health Care Reform Proposals

As you know, Congressional leaders in both houses have introduced plans for health care reform. Both House Majority Leader Gephardt's plan and Senate Majority Leader Mitchell's plan attempt to meet many of the basic health care reform goals for persons with disabilities.

Several others have also introduced health care reform proposals. In the House, a bipartisan group of Representatives led by Rep. Rowland and Bilirakis has introduced the Bipartisan Health Care Reform Act of 1994.

On the Senate side, Senator Dole has advanced an alternate proposal to Sen. Mitchell's bill. Further, a bipartisan group of senators has created a new "mainstream" agreement. None of these versions provide for universal coverage, and all are considerably less comprehensive than either of the leadership plans for health care reform.

UPDATE

Senate Passes ESEA

On August 2 the Senate passed its version of the Improving America's Schools Act by a vote of 94 to 6. Despite intense pressure from CEC members and others in the disability field, the Senate added two amendments to the bill that override guaranteed protections for children with disabilities under the Individuals with Disabilities Education Act (IDEA). Sen. Slade Gorton's (R-WA) amendment exempts IDEA's "stay-put" provision—the provision that bans schools from changing a special education student's placement without parental approval or due process procedures—if a student is charged with bringing a weapon to school or demonstrates "life-threatening behavior." Sen. James Jeffords' (R-VT) amendment, which is similar to Gorton's, deletes the "life-threatening behavior" reference.

The Senate also passed Sen. Nancy Kassebaum's (R-KS) amendment to the Improving America's Schools Act, which prohibits the Education Department (ED) from issuing new regulations for the Carl D. Perkins Vocational and Applied Technology Education Act. CEC has urged ED to revise the current regulations to ensure children with disabilities are included in vocational education programs.

At press time, a House/Senate conference to resolve differences between the two bills tentatively accepted the Jeffords Amendment with modifications urged by CEC and other groups. We will have further details in the November issue of *CEC Today*.

CEC has worked to promote a health care reform plan that meets the needs of children and adults with disabilities. One of CEC's primary goals is to ensure that the related services children with special needs receive through IDEA—speech therapy, occupational therapy, physical therapy, and other services for children with disabilities—are not lost in health care reform. CEC urges you to encourage Congress to support language that will guarantee coordination between health care plans, the schools, and other providers of IDEA-related services.

Do Gifted Students Have a Right to Special Education?

A March Connecticut Supreme Court decision affirmed a lower court's decision that the state's statute does not give gifted students a state constitutional right to special education. In *Broadley vs. Board of Education in the City of Meriden*, the Court concluded that the state legislature did not intend to create that right and failure to mandate a program of special education for gifted children does not violate the equal protection provision of the Connecticut constitution. The case summary does note that providing a program of special education is the option of the local school board.

"CEC is disappointed in this decision," says Nancy Safer, CEC's Interim Executive Director. "We will continue to work through PAN to assure that gifted and talented students receive an appropriate education."

For a copy of the case summary, call 703/ 264-9498.

Join Education Reform Panels

You can influence educational reform in your state or local community!

Goals 2000: Educate America Act, the comprehesive education reform legislation enacted in spring 1994, includes provisions for state and local education improvement. Through newly created, broad-based panels, participating state and local educational agencies will develop improvement plans. The panels will play a key role in initiating and sustaining a variety of education reform efforts at the state and local levels.

Experts in the education of children with disabilities, including parents and other advocates, are essential to this process. Get involved in your state's reform movement!

For more information, see the fall 1994 *TEACHING Exceptional Children* for background on the Goals 2000 legislation, or call the Department of Public Policy at 703/264-9498. ■

resources

Hot Off the Press!!

Creating Schools for All Our Students: What 12 Schools Have to Say

A Product of the Working Forum on Inclusive Schools

Provides an inside look at what 12 schools from different communities in the U.S. and Canada are doing to include all children in their school settings. *Creating Schools* reflects practices in various stages of refinement shared by people who are enjoying the process and shows what it is doing for students and families.

Chapters:

1. Inclusive Schools and How They Begin
2. A Sense of Community
3. Collaboration, Collegiality, and Partnership
4. Improved Learning Through Innovative Instruction
5. Leadership in an Inclusive School
6. How We Can All Work Together to Create More Inclusive Schools

Available October 15th. #P5064. $18.50. CEC Members $13.

Strategies for Teacher Collaboration

An invaluable resource for implementing collaborative teaching. Provides 18 specific inservice activities to help teachers understand the dynamics of collaboration and build teaching relationships essential in inclusive school settings. #S5068. 1991. 200 pp. $55. CEC Members $49.

ADHD: Inclusive Instruction and Collaborative Practices

A new video demonstrating successful and proven techniques that teachers can use in regular classrooms. Emphasizes collaborative practices and teamwork between general and special educators. #M5085. 1994. 38 min/VHS. $110. CEC Members $99.

Teaching Strategies: Education of Children with Attention Deficit Disorder

A new guide for teachers and parents who work with students with ADD. Includes the latest information on: understanding ADD, getting help for students, working with students on medication, teaching students with ADD, and locating additional resources. Gives proven teaching techniques. #P5076. 1994. 38pp. $8.90. CEC Members $6.25.

To order, call 800/CEC-READ (800/232-7323).

CEC Joins the National Coalition for Parent Involvement in Education

CEC recently joined the National Coalition for Parent Involvement in Education (NCPIE). NCPIE, which promotes family-school-community partnerships, is an active and influential coalition of educational organizations.

Currently, NCPIE is working in collaboration with the U.S.Department of Education to support Education Secretary Riley's Family Involvement Initiative. In addition to its legislative work, NCPIE conducts workshops and other activities to support parental involvement. NCPIE also provides resources and information advancing parental involvement to member organizations.

Through NCPIE membership, CEC can extend its efforts to promote family-school-community partnerships, as well as keep our members apprised of the newest developments in parent/school collaboration. ■

Jumpstart Your Trip to Indy

RACING TO
EXCELLENCE

Easy ways to raise $$ for convention

BY ALISSA JOHNSTON

The race is on to attend the annual CEC convention April 5–9, 1995, in Indianapolis, IN. Just like the Indy 500 drivers find sponsors to back them in this most famous of races, so should you start looking for ways to fund your trip to the convention.

Why start planning now to attend something in April? The annual CEC convention provides opportunities to develop professionally, attend presentations on a wide variety of topics, meet other Student CEC members, network with educators, and have some fun.

The flags have just gone up, so start now to begin racing to excellence.

Check for Sponsorship

Professional development contributes to the growth of any educator, and various funding sites often sponsor this type of activity. The most important thing to do is ASK!

- Apply for funds from your student activities office. Get the application early and submit it on time.
- Explore the possibility of writing grants to agencies within your state or province. Your local library or department of education can guide you to publications that list grant opportunities.
- Talk with your professors in the special education department to see if they know of funds that can be directed toward convention attendance. In return, offer to do a project for the department based on what you learned at the convention.
- Watch for mini-grant advertisements offered by federations or local chapters.
- Approach local businesses. Explain your purpose for attending convention and offer services in return. Place their company logo on the van you drive to convention or on t-shirts you sell to the public, or offer to help the business comply with the Americans with Disabilities Act.

Fuel Up on Food

Throughout the year, fuel up your bank account with funds from food sales. Check into running a breakfast bar or a snack stand in the education building every Friday. Professors and students will come prepared to munch on the goodies you provide. For a different twist, try a no price sale and ask for donations. Make sure people know what the money will be used for in return for the donation. Also consider delivering subs to late night studiers or selling candy to class members.

Make Some Holiday Pit-Stops

Holidays are a time for giving. Sell balloons with a special message during homecoming or Halloween. Work with a class of students to design holiday cards or a calendar. Get it printed and offer it to teachers, professors, and parents. Flower sales on Valentine's Day help make special moments. Take orders and do the deliveries for free. Publish a Student CEC Cookbook—it's a great Mother's or Father's day gift.

Design Your Uniforms

The Indy 500 crews sport splashy uniforms. You can do the same! Create a t-shirt or sweatshirt with a design that will appeal to anyone who works with individuals with exceptionalities. Get a business to sponsor the printing and add their logo on the back. Sell them to everyone you meet. Bring them to convention to sell in the Raceway to Excellence or to trade at the Welcome to Indy Icebreaker.

Reward the Winners

Find ways to reward your members. Hold 50/50 raffles at your meetings. Each member contributes $1 in return for a ticket. The winning ticket receives half the money and the other half goes into the convention fund to be used by the membership for convention attendance.

Raffle off free registration fees or an all expense paid trip to convention. Approach special educators, professors, and students.

Like a fine-tuned engine racing across the international speedway, members who start planning now to attend the annual CEC convention will find themselves in the winner's circle in April. ■

October is membership month!

Recruit new members
Welcome returning members

Chapter presidents should have received a *Membership Month Packet*. Call Karen Vermaire Fox at 800/845-6232 for more information.

School-to-Work Transition

Life Centered Career Education

Regional Training

Nashville, TN
January 26–28, 1995

Tuition:
CEC Members $325
Nonmembers $360

On-Site Training Also Available—1, 2, or 3 days

Save 20% on LCCE materials ordered in conjunction with training activities.

Call for details.
800/224-6830

Canada Builds Bridges from School to Work

Throughout Canada, secondary schools are building bridges that help students transfer the skills they learn in school to a responsible, successful adult life. Perhaps nowhere is this task more important—or challenging—than in special education.

Promoting Successful Transitions: From School to Work and Adult Life, a series of regional symposiums sponsored by CEC and the Canadian Association of Principals, provides an in-depth look at successful transition programs and strategies to build positive school-business-community partnerships.

Richard Freeze, internationally recognized for his expertise in transition planning and consultative-collaborative delivery of support services to classroom teachers in inclusive schools, will lead this informative symposium. Topics to be discussed include:

- Philosophical and practical advances used in transition planning and services.
- Attitudinal barriers and gaps that prevent development of transition services.
- Emerging best practices in administration, collaborative service delivery, student instruction, and staff professional development.
- Comprehensive models for school participation in transition planning and service delivery.

Attendees will also engage in group discussions to explore proven strategies for transition planning and innovative instructional techniques.

Join other educators, service providers, parents, and business leaders for these dynamic, results-driven symposiums:

- Truro, Novia Scotia—October 28–29.
- Winnipeg, Manitoba—November 18–19.
- Richmond, British Columbia—November 20–21.
- Edmonton, Alberta—November 25–26.
- Stratford, Ontario—December 2–3.

For more information, call Harvey Kingdon, 613/745-8472, or Bill Gowling, 613/747-9226. ■

CEC Makes Canadian Change!!

CEC's Canadian members can now pay their dues in Canadian dollars. If you choose to pay in Canadian currency, mail your dues and application to:

The Council for Exceptional Children
Box 2194
Niagara Falls, Ontario L2E 6Z3.

For more information or for conversion chart, please contact Grace Durán, 703/264-9403.

Reform Efforts

from page 1

and, at the same time, prepare them for a successful, productive future."

Highlights of the National Agenda include:

- **Enriched and Broadened Appreciation of Diversity**—Re-invented schools will value and respect the diversity of children, youth, and adults, representing many ethnicities, races, language backgrounds and human capabilities.
- **School-Community Collaboration**—teaming will occur between the school and all other organizations and community groups that serve children and youth and their families. Schools will link community services, resources, and employment opportunities through transition planning for all students.
- **Personnel**—Persons with disabilities and persons from diverse ethnic backgrounds will hold a variety of key positions and leadership roles throughout the school system.
- **Professional Development**—Professional personnel will participate in collaborative, interdisciplinary approaches to education and related services, with families, children, and youth as important partners.
- **Policy and Financing**—Policy development and financing are based on principles that build collaborative relationships and belonging in the communities where children and youth receive their education and related services. Educational and financial policies will support instructional programs.
- **Specific Accountability for Better Results for Children and Youth**—Equitable standards and high expectations will be incorporated for all children and youth. Alternative assessment mechanisms will ensure that all children and youth are included in measures of results and in progress or achievement reports. Incentives and sanctions will support the achievement of these results.
- **Effective Systemic Teaching and Learning**—A curriculum based on higher expectations and clear results will be used to develop academic, daily living, and vocational skills for all children and youth. Effective instructional practices will include necessary extended school day, year-round schools, effective grouping, and adequately equipped classrooms. Instructional programs will emphasize literacy for all children and youth, including those for whom English is a second language and those who communicate through alternative language or assistive devices.
- **Appropriate Technology**—Significantly expanded use of and access to appropriate multimedia and assistive technology will support all areas of education, including instruction, personnel preparation, and communication. Schools will continually maintain and update technological equipment and systems. Through effective use of technology and its strategies, all children and youth will have access to a full range of activities in the unified educational system.

For more information about the National Agenda for Achieving Better Results for Children and Youth with Disabilities, please call DPP, 703/264-9498. ■

Division Focus

In this issue, CEC Today concludes its introduction to CEC's 17 divisions. In the future, Division Focus will feature the latest division news.

CEC-DR

The Division for Research

believes professionals can improve students' lives more rapidly if they are aware of empirical data and research findings in special education. CEC-DR gives members access to research pertaining to those of all ages and disabilities, as well as those who are gifted and talented.

Exceptionality, the Division's primary publication, features original research and reviews of research. Our newsletter highlights information about research grant opportunities, research issues, and other timely information.

CEC-DR also participates in conferences and workshops. We are preparing an exciting strand for the annual CEC Convention, April 5–9, 1995, Indianapolis, IN, and are co-sponsoring two other conferences this year:

- International Adolescent Conference, Miami, FL, September 28–October 1, and
- Teacher Educators of Children with Behavior Disorders Conference, Tempe, AZ, November 17–19.

Join us and begin accessing cutting-edge research that will help you make better choices for learners with disabilities. For information, call Laurie de Bettencourt, 910/334-5000.

CEDS

The Council for Educational Diagnostic Services

serves professionals engaged in diagnostic and prescriptive procedures to improve the education of individuals with disabilities and/or who are gifted. CEDS promotes effective diagnostic services as a major means of providing appropriate education, facilitating collaboration among diagnosticians, encouraging and disseminating research on effective diagnostic practices, and improving the professional development of educational diagnosticians.

Professional Resources and Activities

- ***Diagnostique***—a journal focusing on traditional and teacher-oriented assessment. Includes primary descriptive and experimental research studies, descriptions of exemplary classroom practices, research reviews, position papers, and critiques of current diagnostic instruments and procedures.
- ***CEDS Communique***—a newsletter reporting test reviews and information about special programs, upcoming events, trends and practices, other topical matters, and CEC activities.
- **Professional Standards**—diagnostic standards are developed and reviewed, revised, and disseminated through CEDS publications.
- **Conferences**—CEDS' next bi-annual conference, Jazzin' Up Assessment, will be held November 8–11, 1995, in New Orleans, LA. Proposals are now being accepted by Gayle Szubinski, 647 Elmeer, Metairie, LA 70005.

For information, call Sandra Latchford, 506/453-3515.

DCDT

The Division on Career Development and Transition

focuses on the career development of children, youth, and adults of all ages and all exceptionalities and promotes the transition from school to adult life as a major component of the career development process.

DCDT members enjoy a wide variety of benefits, including:

- **Publications**
  - *DCDT Network* reports legislation, projects, resource materials, and implementation strategies for career development and transition of exceptional individuals.
  - *Career Development for Exceptional Individuals* presents articles dealing with the latest research activities, model programs, and issues in career development and transition planning.
  - The *Capitol Connection Policy Paper* addresses interdisciplinary policy and practices in career preparation and transition to postsecondary education, employment, and responsible citizenship.
- **International, Regional, and State Conferences**
- **Opportunities to Network and Contribute to the Field**
- **Opportunities to Contribute to Research**

For membership information and further information on DCDT activities, contact Bob Detwiler, 505/989-5505, or Carol Ellington-Penske, 813/973-0238.

DDEL

The Division for Culturally and Linguistically Diverse Exceptional Learners

is one of CEC's fastest growing divisions. DDEL promotes the welfare and education of exceptional children, youth, and adults from diverse ethnic, linguistic, and cultural heritages.

DDEL also provides CEC members with resources and professional growth activities to improve educational and related services for multicultural exceptional learners.

Highlights

- **CEC Multicultural Summits** provide opportunities for participants to learn the latest research and techniques regarding multicultural learning and discuss issues of concern.
- **DDEL/Division Partnerships**—DDEL is forging partnerships with other CEC divisions to benefit CLDE learners and their families. The Division for Learning Disabilities recently established a Committee on Cultural and Linguistic Diversity that includes members from both divisions and facilitates communication between these two groups. The Division for Early Childhood and The Council for Children with Behavioral Disorders are also pursuing DDEL partnerships.

Looking Ahead

The CEC/DDEL sponsored **Symposia on Multicultural Exceptional Learners, November 10–12, 1994, San Diego, CA** promises to give educators practical, valuable insights into multicultural education.

For information, contact Shernaz B. Garcia, 512/471-6244 or Grace Duran, 800/845-6232.

DPHD

The Division for Physical and Health Disabilities

advocates for quality education for all individuals with physical disabilities, multiple disabilities, and special health care needs served in schools, hospitals, or home settings. DPHD goals include:

- Promoting the development of adequate resources and programs for these individuals.
- Disseminating instructional and policy information.
- Providing technical assistance and preservice and inservice education.
- Advocating for funds and supportive legislation.

Publications

Physical Disabilities—Education and Related Services—provides information on relevant research, instructional innovations, and current issues.

DPHD Newsletter—reports on business and convention meetings and highlights topics of interest.

Scholarship

DPHD's Elizabeth Wetzel Memorial fund provides scholarship assistance to undergraduate and graduate students in preparation programs in physical and/or multiple disabilities.

For information, call Donna Kloppenburg, 404/426-3328.

TAM

The Technology and Media Division

promotes the availability and effective use of technology and media for individuals with disabilities and/or who are gifted.

TAM benefits and resources include:

- ***Journal of Special Education Technology*** (*JSET*)—provides information, research, and reports of innovative practices regarding educational technology applications for the development and education of exceptional children.
- **TAM newsletter**—features upcoming events, applications, and methods regarding the use of assistive and instructional technology, reviews of recently published materials, and personal productivity matters.
- **Special Publications**—*Back to School Special Education Technology Resource Guide* and *Multimedia Topical Guide*.
- **Annual Conference**—Our annual conference, held this year in Orlando, FL, March 2–4, 1995, hosts general sessions as well as presentations that are grouped into topical strands.
- **Awards**—TAM Leadership Award and TAM Service Award recognize outstanding contributions by TAM members in the area of technology and media for children, youth, and adults with disabilities.
- **Member Database**—our comprehensive database includes members, their areas of expertise, and who can provide consultation, speaking, or training to outside groups and organizations.

TAM strives to facilitate an information and professional network that all CEC members can access and to support any individual's desire to expand her/his knowledge of technology and media applications. For information, call Liz Lahm, 703/993-3670.

LATEST NEWS

CASE

The Council of Administrators of Special Education

Look to the CASE journal, *CASE in Point*, for timely, pertinent information that will keep you at the forefront of the field. The spring/summer issue contains articles on:

- Factors that contribute to burnout of special education directors.
- Integrating activities associated with school restructuring and special education reform.
- Cooperative learning as a model for meeting the needs of diverse learners, including students with disabilities.
- Follow-up of a study on referral and classification practices in special education that suggest attempts at inclusion may fail.

To obtain a copy, call Donnie Evans, 813/273-7534.

Plan to attend the annual CASE Institute, February 15–17, 1995, Clearwater, FL, which will focus on students with ADD/ADHD. Registration deadline is January 15, 1995, and attendance is limited. Contact CASE Headquarters, 505/243-7622, for information.

DCCD

The Division for Children with Communication Disorders

applied for membership in the Council on Education of the Deaf (CED). CED membership would formalize the working relationship between DCCD and CED, which began with the development of knowledge and skills statements for teachers of students who are deaf or hard of hearing (D/HH).

Through CED membership, we can ensure that organizations that address teacher certification and program accreditation may present a unified voice concerning standards for teachers of students who are D/HH.

MRDD

The Division on Mental Retardation and Developmental Disabilities

Congratulations on the 30th anniversary of MRDD! The MRDD Board of Directors approved a position statement on program design for students with mental retardation. The position states that programs for students with mental retardation, including placement decisions and curricular choices, should be based on the individual needs of students and not by philosophical considerations. For a complete copy, call Allen Huang, 303/351-2691.

TAG

The Association for the Gifted

Teachers of the Gifted and Talented are invited to share their successes with the field through a new department in the *Journal for the Education of the Gifted (JEG)*. Teachers and other practitioners interested in the education of the gifted and talented may submit examples of practical inquiry to *JEG*. The purpose of the new department is to publish stories of authentic learning.

The story should describe how information was systematically collected and used to solve a specific problem or verify the success of an innovative change in one's classroom. All inquiries should be sent to: Laurence J. Coleman, Editor, JEG, 216 Claxton Education Building, College of Education, University of Tennessee, Knoxville, TN 37996-3400.

TED

The Teacher Education Division

The Teacher Education Division's (TED's) Annual Conference: Special Education Personnel Supply: Issues Regarding Quality and Quantity, November 2–5, 1994, San Diego, CA, promises to be an informative and inspiring gathering of education leaders. Deborah Voltz, acclaimed speaker and educator, will lead a workshop showing how to address the many aspects of diversity—cultural, socio-economic, learners with disabilities, and other learners with educationally relevant differences.

Attendees will also get practical insights into:

- Collaborating with significant others for better education: teachers, administrators, community professionals, social service agencies, and teacher educators.
- Personalizing instruction.
- Teaching with a multicultural perspective: content, methods and materials.

For more information, call 513/556-3802.

Diversity *from page 1*

We must integrate into our knowledge of disability and giftedness information on cultural and linguistic factors that enable educators to provide effective services to CLDE learners. *When the population to be served by special education is culturally diverse, all activities and services must account for their major characteristics: language, culture, and disability.*

Finding the Answers

We can meet this challenge by using the resources available to us in schools with diverse populations. Projects that are directed toward improving learning outcomes for CLDE students have achieved success. The OLE project provides a model for the future of CLDE education.

The OLE project transforms the learning environment from one of frustration and failure to one of acceptance and success by implementing holistic strategies and forming partnerships across general and special education classrooms. The OLE classroom, which is student-driven, uses the student's home language, whole language, literature, and group learning to improve academic skills and engender success in native language and English. A few of the teaching strategies developed in the OLE project include:

- Interactive story-time—students can speak, write and read in their native language or English, whichever they feel most comfortable with.
- Resources, such as the ABC chart, are student-made.
- Journals—students write without fear of being corrected. Students write anything from one paragraph to an entire page in their native language or English. A classmate reads the journal entry and writes questions about it. The two share thoughts and expand on the original entry.
- Students write their own books in whichever language they prefer.

The OLE teachers found that when they bolster literacy in the student's primary language, they can also ease their students' transition into English. Furthermore, as the students become more confident in the school setting, they are more willing to take risks—and try expressing themselves in English more often.

The opportunity to learn about exciting strategies such as this one and others will be presented at the **1994 Symposium on Multicultural Exceptional Learners: Multiple Voices, Multiple Perspectives** in San Diego, November 10–12. Other topics to be covered include:

- Identifying educational practices that contribute to disproportionate representation of multicultural students in special education.
- Examining strategies for making schools more inclusive for culturally diverse individuals and their families.
- Acquiring knowledge, skills and cultural and linguistic competencies needed to ensure a high quality of instruction for CLDE students.

Resources Abound

CEC's Division for Culturally and Linguistically Diverse Exceptional Learners (DDEL) is an important source of knowledge for special educators in these diverse times. DDEL's new publication, *Addressing Cultural and Linguistic Diversity in Special Education: Issues and Trends*, gives educators the latest thinking and techniques to reach all students and provide a diverse and successful curriculum.

Join your fellow CEC members, other educational professionals, and leaders in multicultural diversity to learn how you create a successful learning environment for this special population.

For more information, call 800-224-6830. ■

CEC Policy on Ethnic and Multicultural Groups

"The Council recognizes the special and unique needs of members of ethnic and multicultural groups and pledges its full support toward promoting all efforts which will help you bring them into full and equitable participation and membership in the total society." The complete CEC policy on Ethnic and Multicultural Groups is published in *CEC Policies for Delivery of Services to Exceptional Children*, #R5075, $14.30, $10 for CEC Members.

Projected 1990 Racial/Ethnic Breakdown of Students Receiving Special Education Under Selected Categories

	Native American	Asian	Hispanic	African American	**Total Minority**	**Total White**
Percentage of All Students in School	1%	3%	12%	16%	32%	68%
Disability Category						
Mental Retardation	1	1	11	34	47	53
Speech Impairments	1	2	9	16	27	73
Serious Emotional Disturbance	1	1	6	22	29	71
Specific Learning Disabilities	1	1	11	17	30	70

Source: Adapted from OCR, the National and State Summaries of Data from the 1990 Elementary and Secondary School Civil Rights Survey, 1992.

S Y M P O S I U M

Multicultural Exceptional Learners

Multiple Voices,
Multiple Perspectives

MULTIPLE VOICES
MULTIPLE PERSPECTIVES

November 10–12, 1994
San Diego, California

Preregistration Tuition:
Member: $189/Nonmember: $229
On-Site Tuition:
Member: $228/Nonmember: $278

Call Now! 800/224-6830

FREE Tuition for Your 5th Team Member! Call for details.

Ask About Our Group/Team Discounts!

Keep All Your Students on Task: A Workshop on Attention Deficit Disorder

CEC's Continuing Education Program on Attention Deficit Disorder (ADD) presents practical, successful techniques to help students with ADD achieve academic success.

This comprehensive workshop gives teachers the tools to identify students with ADD, specific classroom practices and intervention strategies, and support materials for classroom use. The workshop also presents an overview of model school programs that feature collaborative teaching approaches between general and special educators, as well as an up-to-date look at administrative and policy issues.

In addition, teachers learn about important cultural and ethnic issues that will enhance their effectiveness with culturally diverse students.

"This seminar ranks at the top of the numerous seminars, workshops, and inservices I have attended on this and related topics," says Dr. Brenda R. Spratt, elementary school principal.

CEC's ADD Workshops give you the resources you need to work successfully with students with ADD—and enhance your effectiveness with all students.

Sign up today for a CEC ADD Workshop, and learn the latest techniques for working successfully with that special student who has ADD:

- October 27—Cherry Hill, NJ.
- February 15–17—CEC/Case Institute, Clearwater, FL.
- February 16—Dallas, TX.
- April 4—CEC Convention, Indianapolis, IN.
- April 7—NAESP Convention, San Diego, CA.

For more information, call 800/224-6830. ■

Help for Colleges and Universities Seeking CEC/NCATE Accreditation Available

As part of the NCATE teacher education accreditation process, CEC reviews the special educator programs of colleges and universities. The review process is conducted through written applications submitted to CEC. Written folios that accurately describe an institution's special educator preparation programs are essential to earning accreditation.

While 80% of colleges and universities submitting program folios to CEC are approved eventually, only 33% are successful on their first review. However, institutions that participate in training and/or technical assistance are six times more successful at receiving approval.

This year CEC will offer two 2-day, hands-on seminars for college and university personnel. The $245 tuition fee includes a comprehensive and effective analysis of portfolio preparation. Attendees will:

- Examine each standard and its requirements.
- Evaluate sample responses.
- Define the structure of a folio.
- Role-play as folio reviewers.
- Share pre-session assignments.
- Study successful folios.

Plus, you will receive:

- Two copies of the instruction manual.
- CEC/NCATE Guidelines in Special Education.
- Review forms.
- Examples of responses to standards and criteria that get results.

Make sure your special educator preparation program gets the credit it deserves. Sign up for the CEC/NCATE Folio Writers Workshops:

- **October 31–November 1, 1994**, TED Annual Conference, San Diego, CA.
- **February 4–5, 1995**, CEC Headquarters, Reston, VA.

For more information on training and other technical assistance, call John Davis, 703/264-9408. ■

CLIP AND SAVE THIS INFORMATION

TAKE IT FOR *granted*

Research in Education of Individuals with Disabilities Program, 84.023A: To advance the knowledge base and improve the practice of professionals and nonprofessionals to provide children with disabilities with effective instruction. Eligible applicants: State and local education agencies, institutions of higher education, public agencies and nonprofit private organizations. Deadline: December 16, 1994. Contact: Darlene Crumblin, Dept. of Education, 202/205-8953.

Services for Children with Deaf-Blindness Program, 84.025A: To provide Federal assistance to address the special needs of infants, children, and youth with deaf-blindness. Eligible applicants: Public or nonprofit private agencies, institutions or organizations. Deadline: December 9, 1994. Contact: Robin Buckler, Dept. of Education, 202/205-2732.

Training Personnel for the Education of Individuals with Disabilities—Grants for Personnel Training, Parent Training, and Information Centers, 84.029K-L: To increase the quantity and improve the quality of personnel available to serve youth with disabilities. Eligible applicants: Institutes of higher education and appropriate nonprofit agencies. Deadline: October 28, 1994. Contact: Cecelia Aldridge, Dept. of Education, 202/205-2651.

Vocational Rehabilitation Services for American Indians with Disabilities, 84.250E: To provide grants for vocational rehabilitation services to American Indians with disabilities who reside on Federal or State reservations. Eligible applicants: Governing bodies of Indian tribes; and consortia of these governing bodies located on Federal and State reservations. Deadline: April 10, 1995.Contact: Beverly Brightly, Dept. of Education, 202/205-9434.

Introducing the Ethic of Care into Special Education Administration

BY BARBARA PAZEY

School reform is changing special education. Inclusionary practices are replacing the division of regular and special education, and school administrators are being asked to consider alternative instructional arrangements for students with disabilities. These new perspectives of school leadership require collaborative behaviors.

Most traditional theories of leadership are based on "bureaucratic" leadership styles that favor a hierarchical chain of command. However, these leadership models are no longer the best way to handle the educational and programmatic demands special education professionals face today.

An alternative, often considered a more "feminine" leadership style puts more value on knowledge acquired from personal experiences and emphasizes building relationships through care and connection to others.

The Ethic of Care vs. the Ethic of Justice

When making decisions, individuals tend to rely on one of two value orientations: an ethic of justice or an ethic of care. Caring seeks to strengthen relationships by responding to the needs of others.

Through an ethic of care, administrators can work collaboratively with multiple groups and individuals and establish a sense of loyalty and trust with others.

Conversely, those who rely on a justice-focused orientation are governed by equity and a system of rules and rights.

Application to Special Education Administration

Historically, special education has been framed within the ethic of justice. Every individual has the right to a free and appropriate education and to participate in educational programs or activities without discrimination on the basis of ability. Decisions concerning the educational placement of the individual student adhere to these legal requirements as well as educational need.

To comply with the many procedural demands and time constraints required to provide appropriate services for students with disabilities, school administrators frequently resort to routines and procedures designed to protect the organization. When a system of justice, rules, and rights becomes the main force determining what is best for the student, the individual needs and concerns of the student and his or her family may be ignored.

Conversely, when an ethic of care complements administrative practice, consideration of the full range of educational alternatives available to the student takes precedence over meeting procedural demands. The student's best interests guide decisions.

A care-focused administrator allows families and school personnel to engage in collaborative, decision-making activities. His or her reasoning methods are characterized by efforts to cultivate relationships and search for appropriate responses. And greater receptivity and responsiveness toward students needing additional assistance in the classroom are developed.

Systemically, schools perpetuate the value that students must meet a prerequisite set of skills to "belong." Students with disabilities are frequently taught in segregated classrooms and judged by standards of uniformity.

A care-oriented administrator will question educational systems that emphasize individualism and student achievement over interdependence and community. He or she will be committed to empowering individuals to work together toward a common cause and to improving the quality of life for every student. School activities and instructional arrangements will be designed to foster student growth and partnerships between students, teachers, and administrators.

As a result, separate systems of schooling for regular and special education—on the basis of earning the right to belong—will be modified or replaced.

Enhancing Education for All

To provide appropriate service delivery for students with disabilities, administrators must evaluate their objectives for educating all students. In short, whose interests are being met? When evaluating placement and programmatic alternatives, should policy always prevail? Or, should more consideration be given to the needs of the individual student?

The ethic of care is as important as that of justice. School leaders should no longer rely solely on outdated management practices that provide bureaucratic solutions to administering educational programs for students. By complementing current administrative styles with a more flexible leadership style—one built on relationships and caring for others—the full intent of education for all students can be advanced. ■

Viewpoint reflects the opinions of individuals. Your comments are welcome!

Barbara Pazey is a Doctoral Candidate in Educational Administration and Special Education Administration at the University of Texas at Austin. She has taught regular and special education classes, grades K–12, and interned as an assistant principal at the elementary school level.

Letters to the Editor

I would like to suggest that CEC take a strong stand in favor of disciplining special education students. I am appalled at the restrictions on schools.... I believe the pendulum has swung too far in our efforts to help students with disabilities. Administrators have lost control of their ability to maintain order in their schools. I fear we will see the pendulum swing too far in the other direction unless we get some control of these issues and bring some sense to what has evolved in special education law today.

Judith C. Marcus
Potomac, MD
DC Federation

I think you've boxed yourself into a corner (with the survey) trying to resolve complex issues with Yes/No solutions. It seems to me that if individual circumstances are not taken into consideration we have taken a step backwards....

Bayla Emlein
Oakland, CA
CA Federation, Chapter # 0119

Schools have to put up with too much trouble these days. The students who cause the trouble (whether special ed or not, but especially special ed) and their parents have all these rights but apparently no responsibilities. This needs to change. There needs to be more restrictive placements for some of these hostile, violent students. They have no business being in a regular school, even in a separate setting....

Barbara Mueller
Alexander, NC
NC Federation, Chapter #1075

We as educators fought to equalize the educational opportunities for children with special needs. We have exceeded our intents.

Our search for legal equity has become unbalanced. Now it appears that regular education students are not afforded the same due process or suspension/expulsion procedures. How can we teach kids they are all the same, afforded the same educational opportunities, and treated equally when we don't model that in our disciplinary actions?

Lori Synhorst
Lincoln, NE
NE Federation, Chapter #0168

More and more the rights of students with disabilities are taking precedent over the rights of other students. Students who pose a potential threat to others need to be educated out of a public school environment until it is felt the child's behavior is under control.

Ann Joyce
Schenectady, NY
NY Federation

Inclusive Schools Institute
Building Partnerships for Diversity

NEW!
Regional Event

Coming soon to your area!
Philadelphia, Pennsylvania October 27-29, 1994
Dallas, Texas February 16-18, 1995
Preregistration Tuition: Member: $189, Nonmember: $229
On-Site Tuition: Member: $228, Nonmember: $335
Materials: $35

Call Now! 800/224-6830

FREE Tuition for Your 5th Team Member! Call for details.
Ask About the ADD Workshop!

CEC

CEC Headquarters Directory

Chapter/Federation Information, 703/264-9435
Conventions/Conferences, 800/486-5773
Division Information, 703/264-9435
ERIC Clearinghouse, 800/328-0272
Ethnic & Multicultural Concerns, 703/264-9431
Grants/Contracts & Research, 703/264-9405
Marketing/Public Relations, 703/264-9456
Membership, 800/845-6232
Professional Development, 800/224-6830
Professional Standards, 703/264-9408
Professions Clearinghouse, 703/264-9476
Public Policy/Governmental Relations, 703/264-9498
Publications, 800/232-7323
Student CEC, 703/264-9483

CEC Today Survey Responses:

In the June CEC Today, we asked readers to send us their input regarding the stay-put provision. We received the following results (n=39):

1. Should a child with a disability who has been suspended be returned to his or her current placement during legal proceedings?
   Yes – 48% No – 52%
2. Should schools be given more latitude in changing the placement of a child if school officials believe the child is dangerous?
   Yes – 92% No – 8%

Send Us Your Input...

Send your input on the following questions and/or written comments to *CEC Today*, CEC, 1920 Association Drive, Reston, VA 22091-1589.

Are women encouraged to pursue administrative positions in your school district or institution of higher education?

___Yes ___No

Does the ethic of care prevail in your school's administration?

___Yes ___No

Take the Initiative

Building a positive relationship with your administrator

BY VICTORIA COURTNEY

Through her work as a special education teacher and administrator, Victoria Courtney knows how vital a positive relationship between faculty and administration is. These strategies, developed to improve relations between teachers and administrators, can be applied to any work situation.

With the increasing emphasis on school-based management and collegiality, we teachers need to take the initiative in building positive relationships with administrators. Because faculty/administrator relationships set the tone for how teachers relate to students, we must establish a positive, caring, and respectful atmosphere. We can all play a role in making this happen.

Getting off on the right foot

- If your administrator is new, faculty should do something special to welcome and acknowledge her/his arrival.
- Invite her/him to join you for breakfast, lunch, or an activity that fits her/his preferences. Choose a place where you can talk without interruption.
- Ask your administrator about her/his vision and expectations—and share your own.
- Express your hope that she/he will be available and have an "open door policy," at least some of the time. You might say, "I hope I can talk with you when there is a need and that we can work together to resolve any problems."

Keeping the lines of communication open

- You could suggest a time be set before or after school when faculty could drop in, or you could invite her/him to join the teachers for lunch once or twice a week for informal chats about needs and wishes.

You might also suggest posting a sign-up sheet for appointments and a suggestion box for constructive ideas.

- Offer to help. Mention your interests and strengths as they relate to administrative needs and vision.
- Learn your administrator's style preference for interactions—is it formal or informal? Does she/he prefer getting information in writing, in person, or by phone?

Communicating via memo lets your administrator attend to your message at a convenient time and provides something concrete, which facilitates retention and follow-through. A verbal message is more effective if you need an immediate response.

Build a base of support

- Keep your administrator informed of relevant topics such as your major accomplishments and changes in special education legislation that will affect your school.
- Invite your administrator to visit your class. Working with and meeting your students will increase her/his understanding of special education and your role and value to the school.
- Provide positive feedback when your administrator does something you admire or appreciate. Be specific.
- Publicly support your administrator whenever possible.

Problem-solving

- If you have a need or concern, make an appointment with your administrator. Indicate the meeting's purpose and approximate time needed. Confirm the appointment and be on time.
- Plan an informal agenda. Focus on your priorities and limit the number of issues to be discussed. Anticipate questions your administrator will ask and prepare to respond in a constructive manner. Provide reliable data to support your recommendations. Write a follow-up memo summarizing your understanding of any decisions and actions to be taken. Thank her/him for meeting with you.

What about the administrator who works behind closed doors? She/he may be attending to her/his superior's requests, over-extended, or need time away from other people's problems. That administrator needs our support more than any. Letting her/him know in a caring way why you need her/him to be accessible may promote more openness and support.

Take the initiative to build a good relationship with your administrator. The result—a postive working environment—will benefit you and your students. ■

Victoria Courtney is Assistant Professor at Saint Mary's College of California, Moraga, CA.

CEC *honor roll*

President Pam Gillet has been named to receive the Award for Excellence, the top honor in the Illinois State Board of Education's "Those Who Excel" program. This program recognizes individuals who have made exemplary contributions to excellence in education in Illinois.

Betty Rankin, member of Chapter 192 and a teacher of special education for students with mental retardation at Seneca Ridge Middle School, Sterling, VA, is cited in the Fourth Edition of *Who's Who in American Education, (1994–95)*.

James Ysseldyke, member of the Minnesota Federation and Director of the National Center on Educational Outcomes for Students with Disabilities, has been nominated to serve on the National Education Standards and Improvement Council.

Cindy Fox, CEC's Director of Marketing and Public Relations, was appointed to the Fairfax County Public Schools Advisory Committee for Students with Disabilities. The committee will assist the School Board and Administration to develop priorities and strategies to meet the needs of children with disabilities.

CEC Caucus & Subcommittee Activities

Help CEC Grow!

Join the Member and Unit Development Committee's new Ad Hoc Subcommittee and help direct the future of CEC. This culturally and professionally diverse group will examine issues affecting membership and explore new ways to extend member services.

For more information, please call Jean Lokerson, 804/828-1305.

Teacher Caucus Off to a Running Start!

CEC's Teacher Caucus works to increase access to professional development opportunities. To get in on the ground floor of this dynamic advocacy group, plan to attend the 3rd Annual Teacher Conference, held at Indianapolis, IN, April 5–9, 1995.

New Caucus Forms!

The new Gay-Lesbian-Bisexual (GLB) Caucus undertakes projects that academically, socially, and emotionally support GLB students, teachers, and peers of exceptional GLB students. For more information, contact Terry Friedrichs, 2045 Christensen Ave., #141, West St. Paul, MN 55118. ■

Insurance

from page 3

employees in the education field—and part-time employees too. Students, paraprofessionals, related personnel such as occupational and physical therapists, and other professionals may join this exceptional plan.

What about legal fees?

CEC professional liabilty insurance pays legal fees—even in cases that do not involve monetary damages. And, coverage includes suits filed against you by fellow teachers or staff members in your building or district.

Coverage Against Future Claims

CEC's professional liability insurance is an "occurence policy," which means members are covered for events that occured during the year they are covered, even if claims are made at a future point in time.

The chart on page 3 gives you a complete look at these and other benefits of CEC's liability insurance.

Comprehensive liabilty insurance is just one of 13 insurance plans CEC members can access. For information or to enroll in the CEC insurance program call 1/800-821-7303, ext. 225. ■

Ask ERIC

The ERIC Clearinghouse on Disabilities and Gifted Education offers numerous digests on multicultural education for students with exceptionalities, available for $1 each.

E723 Assessing the Language Difficulties of Hispanic Bilingual Students (1989)
E720 Assessment of Young Hispanic Children with Deafness (1988)
E496 Bilingual Special Education (1991)
E497 Communicating with Culturally Diverse Parents of Exceptional Children (1991)
E499 Effective Instruction for Language Minority Children with Mild Disabilities (1991)
E500 Empowering Culturally and Linguistically Diverse Students with Moderate to Severe Disabilities (1991)
E501 Functional Language Instruction for Linguistically Different Students with Moderate to Severe Disabilities (1991).
E520 Identifying and Serving Recent Immigrant Children Who Are Gifted (1993)
E498 Multicultural Education for Exceptional Children (1991)
E480 Meeting the Needs of Gifted and Talented Minority Language Students (1990)

To order, call 800/CEC-READ.

EXTRA credit

PC Pals—electronic network for teens who are hearing impaired. Teens can tap into special interest message board, electronic mail, and "chat group," which allows up to 40 teens to "talk" to each other on-line. Cost: $9.95 monthly charge for 5 hours of computer time per month. Information: Bell Association for the Deaf, 3417 Volta Place, NW, Washington, DC 20007, 202/337-5220 (V/TTY).

Geography Hotline—Students and teachers can call 1-800-395-GLOBE, 10:00 am–7:00 pm EST, for current geography information. Students can also call 1-800-395-GLOBE for information on the American Express Geography Competition. Categories include Travel and Trade, Cultural Diversity, and Environment.

School-to-Work Transition Teleconference—Free national teleconference to air November 9, 1994, 1:30 pm–2:30 pm EST. Moderated by Gary Hoachlander, Program Director for Planning, Evaluation and Accountability, National Center for Research in Vocational Education. Downlink sites are permitted to tape teleconferences for educational purposes. Registration deadline November 1, 1994. Information 703/231-5847 or 703/231-7337.

Students with Food Allergies: What Do the Laws Say?—A 20-page booklet addresses issues such as: Can schools place students who behave erratically as a result of food-allergic reactions in classes designed for students with learning disabilities? $5.50. Also, *Off to School with Food Allergies, Tips for Parents*—includes tips to help your child avoid foods that cause a reaction and help school staff prevent food allergy reactions. $8.00. To order: The Food Allergy Network, 4744 Holly Ave., Fairfax, VA 22030.

1-800-GET-REHAB—A toll-free number sponsored by the Medical Rehabilitation Foundation where callers can get general information on medical rehabilitation and a referral service for help in locating facilities throughout the country.

On-line Congressional Record, Federal Register Service—Public has free access to Congressional Record and Federal Register through participating Federal Depository Libraries.

CALENDAR OF CEC *events*

october

October 20–21, 1994
Kansas State CEC Federation, "It Takes a Whole Village to Raise a Child," Manhattan, KS. Contact: Mark Goor, 316/341-5822.

October 20–23, 1994
Ontario Division of CEC, "Passages: Charting Our Future," Regal Constellation Hotel, Etobicoke, Toronto, Canada. Call Liza Tupe, 905/890-1010, ext. 2342

October 27, 1994
ADD Workshop, Hyatt-Cherry Hill, NJ. Philadelphia, PA. Call CEC, 800/224-6830.

October 27–29, 1994
Institute on Inclusive Schools, Hyatt-Cherry Hill, NJ. Philadelphia, PA. Call CEC, 800/224-6830.

October 27–29, 1994
Wisconsin CEC Federation Conference, Grand Milwaukee Hotel, Milwaukee, WI. Contact: Donna Neudauer, 414/541-3820 or Bill Morehouse, 414/481-1502.

October 27–29, 1994
Saskatchewan CEC Federation Conference, "Making Tomorrow Better," Moose Jaw, Saskatchewan, Call Jan Rowlinson or Carol Smith, 306/693-4631.

november

November 2–5, 1994
Congress '94 "Challenging Every Child," The Alberta Federation of The Council for Exceptional Children, Palliser Hotel, Calgary, Alberta. Call Robert St. Onge, 403/467-8896.

November 2–5, 1994
Teacher Education Division (TED) Annual Conference, "Special Education Personnel Supply: Issues Regarding Quality and Quantity," San Diego, CA. Call: Patricia Cegelka, 619/594-3745, or Belinda Karge, 619/594-6627.

November 3, 1994
New York State Federation Pre-Conference, Council for Educational Diagnostic Services (CEDS): The ADD/ADHD: Diagnosis and Remediation, Hyatt Regency, Rochester, NY. Call: Debbie Chicorelli, 607/432-4909; or Myra Brahms, 212/628-6797.

November 3–4, 1994
Pennsylvania Federation Conference, "Visions: Success for All," Harrisburg-Hershey Holiday Inn, Grantville, PA. Call: Deborah Dendas, 717/544-9131.

November 3–5, 1994
Illinois Federation Conference, "Exceptional Education: A Vision for All," Woodfield Hilton, Arlington Heights, IL. Call: Christy Chambers, 815/624-2615 (w).

November 4–5, 1994
New York State Federation Conference, "Teachers Making a Difference: Effective Solutions for Real Problems," Hyatt Regency, Rochester, NY. Call: Debbie Chicorelli, 607/432-4909.

November 10–11, 1994
Iowa Federaion, "Learning and Sharing Together: Best Practices for Students, Parents, and Educators," Hotel Fort Des Moines, Des Moines, IA. Call: Toni Harrington, 515/965-5919.

November 10–12, 1994
Symposium on Culturally and Linguistically Diverse Exceptional Children, Holiday Inn on the Bay, San Diego, CA. Call CEC: 800/224-6830. Hotel reservations: Holiday Inn on the Bay, 800/422-9743; 619/232-3861.

November 17–19, 1994
Ohio Federation Conference, Stouffer Hotel, Dayton, OH. Call: Mary Ellen Wilson, 513/231-3600.

November 19, 1994
Maryland Federation Conference, Holiday Inn, Annapolis, MD. Call: Connie Russell, 301/449-5758.

january

January 26–28, 1995
LCCE Regional Training, Holiday Inn Vanderbilt, Nashville, TN. For preregistration information call CEC: 800/224-6830. For hotel reservations call the Holiday Inn Vanderbilt, 800/777-5871; 615/327-4707.

february

February 2–3, 1995
CCBD Forum on Working with Children and Youth Who Have Aggressive and Violent Behaviors, Tampa Airport Marriot Hotel, Tampa, FL. Call Lyndal Bullock, 817/565-3583.

February 16, 1995
ADD Workshop, The Adolphus, Dallas, TX. For registration information call CEC, 800/224-6830. For hotel reservations call The Adolphus, 800/221-9083; 214/742-8200

THE COUNCIL FOR EXCEPTIONAL CHILDREN
1920 Association Drive
Reston, VA 22091-1589

NONPROFIT
ORGANIZATION
U.S. POSTAGE
PAID
RICHMOND, VA
PERMIT NO. 930

Ready! Set! Go! to CEC's Racing to Excellence. April 5-9, 1995, Indianapolis, IN.

CEC today
EXCLUSIVELY FOR MEMBERS OF THE COUNCIL FOR EXCEPTIONAL CHILDREN
VOL. 1 NO. 7
NOVEMBER 1994

Transition Planning: What Schools Need to Know

BY EDWARD F. DRAGAN

John, who has difficulty reading, has a severe learning disability. In 1991, he graduated from high school with a diploma and the skills to work as an electrician. For the past 3 years John has been employed, paid his bills (and taxes), and built an independent life for himself.

Susan is also a 21-year-old graduate with severe disabilities. However, Susan received no transition planning or services, and she remains unemployed. Susan's parents are suing the school district.

One of education's most important goals is to prepare students to be fully participating members of their communities. To ensure we meet that goal, schools must provide a comprehensive program—planning, assessment, curriculum, and job/career liaison—for the transition of all their special education students into the work force.

Special Students Need Special Transitional Planning

Some educators believe preparing for the transition from high school to college or the work force requires the same planning for all students. "In the real world, they'll be expected to do what everyone else does," they say.

But many other educators, parents of students with disabilities, and the law see it differently. The Individuals with Disabilities Act states that schools must provide specific transition plans for students with disabilities. Transition services for these students, which can begin as early as age 14 but must be in place by age 16, are to be included in a student's Individualized Education Program (IEP). To meet federal requirements, these plans should include a statement of transition services and, where appropriate, identify interagency responsibilities or linkages that should occur before the student leaves the school setting.

Special education students make the transition into the work force.

Furthermore, the school is responsible for providing a wide variety of coordinated activities that lead to employment and/or further education.

These activities, based on the student's needs, preferences, and interests, should include instruction.

Continues on page 14

Special Education Continues to Grow in the U.S. in the 1990s

In the 1990s, more children, youth, infants, and toddlers receive special education and early intervention services. More special education and related service personnel are employed. And educators and students are working in more integrated settings.

This and other data are reported in the recently published U.S. Department of Education's (DoE's) *16th Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act (IDEA)*, which reflects the state of education for the 1992-93 school year.

Selected highlights from this year's report include:

Number of Children and Youth Receiving Special Education Services

The number of individuals from birth-21 receiving special education or early intervention services in the 1992-93 school year increased by 3.7%—which reflects the increase in the general

Continues on page 13

inside

CEC Member Support Passes IASA 4
Road Map to Grants 10
The Laws We Teach By 11

Headquarters *briefs*

CEC joins the Internet! The address for CEC is: first name and last initial of your addressee@cec.sped.org. The address for *CEC Today* is: lyndav@cec.sped.org

Brian Carroll, CEC's new Educational Specialist, will help develop training materials and conferences that reflect the needs of educators. Carroll has served as a special educator of adults and youth and a manager of homes for youths with disabilities.

Jay McIntire is the new Coordinator of CEC's National Training Program for Gifted Education. A former special education teacher, McIntire has taught and coordinated programs for the gifted, written publications, and made presentations at numerous conferences. McIntire brings an in-depth understanding of giftedness and proposals for innovative new programs to CEC's Department of Professional Advancement.

New Editors for *Exceptional Children!* Robert Algozzine and Martha L. Thurlow will assume the role of *EC* editors in the fall of 1995, Vol. 62. They are veteran special educators with classroom, higher education, and research experience. As active CEC members, they have made significant contributions to publications. Dr. Algozzine is a professor at the College of Education and Allied Professions, Department of Teaching Specialties, University of North Carolina in Charlotte. Dr. Thurlow is Associate Director, National Center of Outcomes, at the University of Minnesota in Minneapolis. Changes in future *EC* volumes include a new design. But the new editors also plan to have *EC* speak to more of our members. *CEC Today* will publish a survey this spring to get readers' input on a variety of ideas for the journal.

CEC membership reaches new high! CEC membership is up by more than 2,000 new members. With 54,536 members, CEC is the largest organization of professionals serving individuals with exceptionalities. Our representation is important to promote legislative policies that impact the profession and our students.

It's All Teamwork!

Job coach helps special education students prepare CEC information packets.

Visit the CEC Library on Tuesday or Thursday morning, and you'll meet the CEC resource staff, professionals and parents engrossed in research, and an industrious group of high school students collating CEC materials, stuffing envelopes, and performing other work-related tasks.

These students from nearby South Lakes High School are part of CEC's ongoing program to help students with disabilities make the transition from school to work life.

"This is their first step into the job world," said George Johnson, South Lakes teacher of students with moderate retardation/disabilities. "At CEC, these students learn social skills, job skills, and whether they like this type of work."

The students engage in a variety of tasks for CEC, including collating and applying labels to thousands of membership brochures and packets, as well as completing special mailings, according to Barbara Sorenson, CEC's User Services Coordinator. What they don't finish on-site, they take back to the school. That way, not only do these students get to finish the job, but their classmates who have not yet gained the behavior skills to work at CEC have an opportunity to learn basic job skills too, she said.

In addition to teaching the students how to complete mailings properly, Sorenson tries to make the job as beneficial as possible. For example, CEC has students work with letter trays similar to those they would use in an office environment. Also, because these students often have difficulty standing for long periods of time, Sorenson has devised a vertical collating structure they can use to build up their endurance while completing their task.

"This is a very satisfying arrangement for everyone," Sorenson says. "The students provide a great service for CEC, and CEC is taking the lead in helping this special education program get started in our neighborhood school. And we are helping students gain valuable employment skills. This is what CEC is all about."

But perhaps Nicole Florio, 13, said it best as she added another envelope to her pile, looked up with an impish grin, and declared,

"It's all teamwork!" ■

It's Your Call!

CEC offers a unique—and money saving—long distance phone service. Members can receive the lowest off-peak long distance phone rates of any major calling plan and earn money for CEC at the same time.

CEC's Members' Long Distance Advantage (MLDA) program gives you:

- Savings to 25% on long distance calls.
- Additional hours of off-peak service.
- Lowest evening/weekend rates, which start at 5:00 p.m. during the week and are in effect all weekend.
- Free customized calling cards.
- 24-hour operator assistance and customer service.
- Free switch-over fee (up to $5.00).
- No minimums, monthly fees, or restricted calling circles.
- Satisfaction guaranteed—if you are dissatisfied at any time, simply switch to another carrier.

And, every call benefits CEC. With this unique phone service, CEC receives a percentage of your long distance charges to use to support our programs and services.

To learn more about this program, call 800/435-6832. ■

Matty Rodriguez-Walling

An Ambassador for Special Education

CEC gives members unique opportunities to advance professionally and personally. As shown by Rodriguez-Walling's experiences, the Clarissa Hug Teacher of the Year award is much more than recognition for a job well done.

Though only half-way through her reign, serving as CEC's Clarissa Hug Teacher of the Year has given Matty Rodriquez-Walling rewards she never imagined.

"This has been the most fantastic learning experience," Rodriguez-Walling said. "Sharing my experiences as a teacher is very enriching."

As Teacher of the Year, Rodriguez-Walling has become an ambassador for special education. Her duties recently brought her to Washington, DC, to meet with Congressional and administration officials.

In her meetings, Rodriguez-Walling stressed the fact that students with special needs must be included in education reform efforts. She also advocated for increased federal monies for children with exceptionalities. Though the federal government promised states to pay for 40% of the average per pupil special education cost, it is currently paying only 8%.

Lack of funds hurts special education students and teachers, Rodriguez-Walling said. It results in a high teacher/student ratio, which contributes to teacher burn-out, lack of equipment, and poor quality education, she explained.

In addition to her role as a legislative advocate, Rodriguez-Walling has made numerous presentations to high school and college students as well as CEC's federation and division conferences. While those who hear Rodriguez-Walling speak gain a deeper understanding of special education and today's educational issues, as well as practical strategies to use in the classroom, Rodriguez-Walling says she benefits as much as her audience. By attending conferences and preparing for speaking engagements, Rodriguez-Walling has learned as much as—if not more—than she would in college courses, she explained.

But perhaps the best reward Rodriguez-Walling has gotten from serving as Teacher of the Year is that it has helped her students, elementary students with behavioral problems.

"This is the best thing that has ever happened to them....They never received so much attention...the papers, TV. It was an incredible boost to their self-esteem," Rodriguez-Walling said.

Rodriguez-Walling's students were so proud of her, they wrote letters to President Clinton explaining what the award meant to them.

As this very special teacher continues her term, she provides inspiration to special educators and future special educators while showing the rest of the world what can be accomplished when you believe in the potential of all students.

"Matty Rodriguez-Walling reminds us of the excellence the special education profession offers... and her experience demonstrates that the commitment of parents, administrators, and teachers, coupled with high expectations for all kids, are essential to the success of students with disabilities," said Howard R. Moses, Deputy Assistant Secretary, U.S. Department of Education. ■

Matty Rodriguez-Walling teaches students with behavioral/emotional disabilities in Miami, FL. She also has a son, Alfie, who has Down syndrome. Alfie, winner of the Foundation for Exceptional Children's "Yes I Can" award, is also bilingual.

inside

NOVEMBER 1994 VOL. 1 NO. 7

CEC Today is published by
The Council for Exceptional Children, 1920
Association Drive, Reston, VA 22091-1589.
Telephone 703/620-3660

CEC Today is not copyrighted. Members are encouraged to copy and disseminate information in this publication.

CEC President: Pam Gillet

Interim Executive Director: Nancy D. Safer

Editor: Lynda C. Voyles

Contributing Editors: Jacki Bootel, Department of Public Policy; Jean Boston, Publications and Professional Standards; Brian Carroll, Professional Development; Grace Durán, Ethnic and Multicultural Concerns; Cindy Fox, Marketing and Public Relations; Karen Vermaire Fox, Student CEC; Jeanne Glover, Membership; Shelia Mingo, Grants/Contracts and Research

Transition Planning *1*

Special Education Grows *1*

It's All Teamwork *2*

Matty Rodriguez-Walling *3*
An Ambassador for Special Education

Advocacy in Action *4*

Student CEC Spotlight *6*
Ten Tips to Writing Term Papers

Canada CEC *7*

CEC Worldwide *7*

Division Focus *8*

Professional Advancement *10*
Your Road Map to Grants
The Laws We Teach By

Viewpoint *12*
Preparing for Adult Life: Teaching Students Their Rights and Responsibilities

Member-to-Member *14*

Advocacy in Action

Congress Passes the Improving America's Schools Act (IASA)!!

After a rough road and many phone calls from the education community, Congress finally passed the Improving America's Schools Act (IASA)! The new Act reauthorizes programs that were under the Elementary and Secondary Education Act (ESEA).

Despite heavy opposition, the House passed H.R. 6 on September 30 by a vote of 262-132, and the Senate passed the bill on October 5 by a vote of 77-20.

CEC joined education advocates across the nation to urge Congress to pass the legislation. CEC members' phone calls, letters, and visits to lawmakers were ultimately successful in pushing the bill through!

The major provisions of IASA that relate to students with exceptionalities include the following:

Jeffords Amendment Compromise Sets School Discipline Policy

Though CEC worked to have school discipline addressed under the reauthorization of the Individuals with Disabilities Act (IDEA), Congress approved a compromise of the Gorton/Jeffords amendments in the reauthorization.

While the compromise makes it easier for schools to remove violent students from the classroom, schools must still follow procedural policy to remove a child from his or her current placement.

The Gorton amendment would have exempted the "stay put" provision—the provision that bans schools from changing a special education student's placement without parental approval or due process procedures—under the Individuals with Disabilities Education Act (IDEA) if a student was charged with bringing a weapon to school or demonstrated "life-threatening behavior."

The Jeffords amendment mirrored Gorton's, but it deleted the reference to life-threatening behavior.

The major components of the Jeffords Amendment compromise include:

- Schools would be allowed to place a violent student currently served under IDEA who brings a weapon to school in an alternative placement for 45 days during due process proceedings.
- The term "weapons" is defined as a firearm.
- The construction clause would be clarified to ensure that the Jeffords amendment would be interpreted in a manner consistent with guidance provided by the U.S. Department of Education explaining the relationship between the Gun-Free Schools Act and IDEA (see next section).
- Current policy on discipling children with disabilities will be widely disseminated.
- The Secretary of Education will collect data on the incidence of children with disabilities engaging in life-threatening behavior or bringing weapons to schools and report to Congress by January 31, 1995. The report will analyze the strengths and the problems of the current approaches regarding disciplining children with disabilities.

Congress and the disability community can use this information next year when IDEA is reauthorized and the "stay-put" provision is thoroughly reviewed.

Gun-Free Schools Act

Under the Gun-Free Schools Act, the Education Department's interpretation allows local school officials to waive the discipline policy—which would require a year's expulsion of a student who brought a weapon to school—on a case-by-case basis as long as procedural guidelines are followed.

The guidance specifically states that:

> "Compliance with the Gun-Free Schools Act may be achieved consistently with the requirements that apply to students with disabilities as long as discipline of such students is determined on a case-by-base basis in accordance with the disability laws.
>
> Students with disabilities may be expelled for behavior unrelated to their disabilities as long as the procedural safeguards required by IDEA and Section 504 [of the Rehabilitation Act] are followed. . ."

The IDEA also requires schools to continue to provide educational services for students who have been properly expelled, though services may be provided in another setting such as home-bound instruction.

If it is determined that the student's action in bringing a firearm to school is related to the student's disability, IDEA and Section 504 do not permit the school to expel the student.

However, schools may suspend a student with a disability for up to ten days, which permits the school to address any immediate threat to the student or the safety of others. Schools may also seek a court order to remove a student who is considered to be dangerous.

In addition, the school may change the child's placement in accordance with procedures if it is determined that, in light of the behavior, the child's placement is not appropriate.

No New Vocational Education Rules

The conferees also adopted a Senate amendment sponsored by Senator Nancy Kassebaum that prohibits the Education Department from issuing new regulations on the inclusion of special populations in programs under the Carl D. Perkins Vocational and Applied Technology Education Act until next year.

CEC has recommended that the current regulations be revised to ensure youth with disabilities are included in vocational education programs.

Chapter 1/Title I Funding

The bill gives the Chapter 1 program a new name, Title I, and provides grants to states for the education of disadvantaged students. The funding formula for Title I was a major battle during conference of the House and Senate bills.

Congress decided to keep the original formula for the current funding amounts. For additional funds, Congress created a formula that will target more money to high poverty areas.

The reauthorization also stripped language from the bill that prohibited children with disabilities from being served under Title I unless it was proven that the child's needs derived from his or her disadvantages and not from a disability. The bill now allows children with disabilities to be served on the same basis as other children.

FY 1995 Appropriations Bill Adds $144 Million to Special Education Budget

On September 30, President Clinton signed into law the Appropriations Bill for the Departments of Labor, Health and Human Services, and Education, P.L. 103-333. Overall, programs for the education of children with disabilities received a real increase of $144.1 million, or 4.6 % for a total of $3,252,846,000 in FY 1995 (the total includes the $116.9 million that was merged from the P.L. 89-313 program). Following is a comprehensive overview of funding for programs for exceptional children.

(in millions)

Program	FY 94 Approp.	House Bill	Senate Bill	Final FY 1995
State and Local Grant Program (Part B)	$2,232.56	$2,232.56	$2,353.03	$2,322.92
Preschool Grants	339.26	339.26	367.27	360.27
Early Intervention Grants (Part H)	287.15	287.15	325.13	315.63
Deaf-Blind Programs & Services	12.83	12.72	12.83	12.83
Serious Emotional Disturbance	4.15	4.11	4.15	4.15
Severe Disabilities	9.33	9.25	10.03	10.03
Early Childhood Education	25.17	24.94	25.17	25.17
Secondary & Transition Services	21.97	23.67	23.97	23.97
Postsecondary Education	8.84	8.76	8.84	8.84
Innovation & Development	20.64	19.89	20.64	20.64
Media & Captioning Services	18.64	18.64	19.14	19.14
Special Education Technology	10.86	10.36	10.86	10.86
Special Studies (Evaluation & Program Information)	3.86	3.82	4.16	4.16
Special Education Personnel Development	91.34	89.59	91.34	91.34
Parent Training	12.74	12.62	13.54	13.54
Clearinghouses	2.16	2.14	2.16	2.16
Regional Resource Centers	7.22	7.15	7.22	7.22

Gifted and Talented Provisions

Congress retained the Jacob K. Javits Gifted and Talented Students Education Act in the bill. Though some wanted to broaden the scope of the Javits Act, Congress preserved its focus on the education of gifted and talented students.

The National Center for Research and Development in the Education of Gifted and Talented Children and Youth is also reauthorized.

The program includes a new section requiring the Secretary of Education to use a peer-review process to review applications for grants, disseminate information gathered on Javits programs, and evaluate the effectiveness of the programs.

Congress authorized the Javits program for $10 million for FY 1995 and such sums through FY 1999.

The Chapter 2 school improvement funds, a traditional source of funding for gifted and talented programs, is now under Title VI Innovative Education Program Strategies. In the final legislation, the language specifying the allowable use of funds for gifted and talented programs is retained.

Chapter 1 State-Operated Program (P.L. 89-313) Funding

The legislation also completes the process that congressional appropriators started several years ago to merge the P.L. 89-313 program with Parts B and H of IDEA, two separate funding programs. IASA includes language that authorizes what appropriators have already done for FY 1995—$34 million of the P.L. 89-313 funds have been merged into Part H (the estimated amount currently used for the birth-2 population) and the remaining appropriated amount ($82.9 million) has been merged into Part B. To ensure states will not lose funds during the merger, states will continue to receive the same amount of funds they received under both programs for 3 years.

This change should not reduce the amount of funds schools will receive this year.

Professional Development

During consideration of IASA, CEC has focused on the need to encourage collaboration between regular and special education professionals in the Title II Professional Development section of IASA. The final legislation includes language that authorizes "professional development activities that will prepare teachers, and, where appropriate, pupil services personnel, paraprofessionals, and other staff in the collaborative skills needed to appropriately teach children with disabilities in core academic subjects." The provision will encourage collaborative activities between general and special education teachers.

CEC Discusses Future Design of Professional Preparation Programs

In its ongoing efforts to define the scope of issues that need to be addressed during the upcoming reauthorization of IDEA, CEC's Department of Public Policy (DPP) met with representatives from many of our Divisions on September 18 to discuss the parameters and directions the Council should take on professional preparation.

All Divisions were invited to participate in the discussions. Even though most of our members were engulfed in the often hectic beginning of the school year, a majority of the Divisions were represented.

Continues on page 9

Ten Tips to Writing Term Papers

BY MARK KANDEL

It's 12:01 a.m., you've procrastinated all week, and your paper is due tomorrow afternoon. Panic sets in as you flip the TV channel to David Letterman, but Dave's no help. However, on channel 52 an infomercial is playing, and you can't believe your eyes. A grad student wearing a red CEC sweatshirt is discussing the top ten tips for writing term papers—you grab a pen and take notes:

1. Pick a topic YOU are INTERESTED IN—since you'll be spending time and energy doing the research, you might as well learn about something you need or want to know.

2. Use a variety of sources for information. Interviews, professional journals, books, and literature from many organizations will give you facts and statistics. Besides using *TEACHING Exceptional Children* and *Exceptional Children* for reference, CEC also has a catalog of resources that includes a wide range of publications. Call 800-CEC-READ to order these materials.

3. Support your claims with findings and facts. Do a thorough job of researching. As a CEC member you have access to the ERIC Clearinghouse on Disabilities and Gifted Education, which contains more than 800,000 documents and CEC's library, which contains more than 100 periodicals and thousands of other professional publications. Dial 800-ASK-ERIC for resource information.

4. Collect information on notecards. Recording reference information on separate notecards helps you put together your bibliography, and the actual facts help you formulate your ideas.

5. Organize your paper in a logical manner. Put your notecards together by topic headings. You don't have to create a formal outline, but your paper should have logic and clarity. Ask someone outside your discipline to proofread for this.

6. Start writing—but don't plagiarize. If you've done the research, you should have something to say. If you have to use someone else's words or ideas, give them credit by referencing their work.

7. Don't B.S.! (This doesn't mean you shouldn't strive to obtain your bachelor's degree.) Instead, mean what you say and say what you mean. Verbose vocabulary doesn't ensure prosperity!

8. Watch your spelling. As spell-check is now the norm, there is very little excuse for misspelling a word. However, spell-check doesn't always work, and nothing beats reading your paper aloud to catch those little mistakes.

9. Pay attention to grammar and punctuation. Be careful of verb tenses so you don't give power to inanimate objects (e.g., Kandel and Johnson [1999] reported... vs. The study said...).

10. Enhance your paper with computer technology to make it stand out. If your paper isn't well-written, computer graphics won't help, but a nice appearance adds to its readability.

As the credits begin to roll, you realize you just might get your paper in on time. You'll call CEC for information and take advantage of the resources they have available first thing tomorrow. ■

Mark Kandel, student representative for the Division for Learning Disabilities, is a doctoral candidate at the University of Maryland. Kandel has taught both graduate and undergraduate classes.

Student CEC Awards Packets Are Out!

- **Nominate someone for outstanding student of the year!**
- **Recognize your advisor with the Susan Phillips Gorin Award!**
- **Apply for the Graduation Award or the Student CEC/FEC Ethnic Minority Scholarship!**

Applications are due January 16, 1995.

For more information, call
Karen Vermaire Fox at 800/845-6232.

Top This!!

More than 300 Students Attend CEC High School Club Meeting

The first meeting of the Ridgeland CEC High School Club, located in Rossville, GA, attracted 325 students and 18 teachers .

Jeff Fox, Marsha Knight, and Michelle Hawkins, the club advisors, immediately got everyone involved in the five projects they have planned for the year: sign language classes, peer tutoring, "special friends" at school and after school, advocacy and awareness programs, and student volunteers for teachers. The students may also learn adaptive water skiing techniques.

"We were excited to see so many interested students and to have the camaraderie and support of the entire special education department," Fox said.

6th Graders Form Youngest CEC Club

The 6th Grade Helpers at Lime Kiln Elementary School are the youngest members of any CEC High School Club. Last year, this group of 19 youths volunteered during lunch hours, participated in sensitivity training, invented and developed adaptive games, and served as hosts and hostesses at the school's annual awareness day, which provides opportunities for students to learn about various types of disabilities.

Eunice Schwartz, the club's advisor and member of CEC Chapter #615 and the New York Federation, has sponsored the group since 1992.

"It's a lot of work to do all these programs, but the rewards are overwhelming," Schwartz says. ■

canada cec

Canadian CEC Launches Major Membership Drive

Canada CEC's chapters and federations are embroiled in an intense competition in their National Membership Drive. A laptop computer and carrying case will be awarded to each chapter and federation that brings in the highest number of new members. The winning federation will also receive a new printer. The competition, which began Oct. 31, 1994, continues through June 30, 1995.

To get you started on your recruitment drive, here are a few of the best reasons to join CCEC:

- Opportunities to grow professionally at the chapter, federation, and national level.
- Up-to-date information on Canadian educational issues for students with exceptionalities, i.e., school-to-work transition and inclusive school practices.
- Opportunities to advocate for students with exceptionalities and impact provincial and local policymaking bodies.
- Participation in a dynamic, proactive network of educators who share information and resources.
- Automatic access to a North American network that is recognized as the primary special education professional association in the world.
- Quarterly updates on CCEC events and issues. Plus, the CCEC National Newsletter, *Keeping in Touch*.

Contact your chapter or federation to learn how you can help. Join your Canada CEC team today! ■

cec worldwide

Join a Worldwide Network for Special Educators

Be a part of the international community of special educators.

The fourth annual **International Special Education Congress, ISEC '95,** will bring educators from around the world together to share skills, knowledge, and understanding. CEC is one of the sponsors of ISEC, which meets on April 10-15, 1995, at Birmingham, England.

Attendees will explore and develop the theme, "Education for All: Making It Happen," through workshops led by leaders drawn from an international arena, panel discussions, and informal exchanges. Attendees will focus on techniques to:

- Define Quality and Effectiveness
- Promote Development
- Prevent Underachievement
- Improve Teaching and Learning.

Plus, Frederico Mayor, Director General of UNESCO and Mel Ainscow of the Cambridge Institute of Education, are scheduled to present keynote addresses.

Educators can also preview the latest teaching resources at ISEC '95's exhibition hall.

Attendees should plan to take advantage of Birmingham's first-rate, theaters, restaurants, hotels, and shopping areas and to travel through Midland's canal walkways, and lovely countryside.

To receive a 14% discount, you must register by December 1, 1994. For more information, contact Bob Henderson, Professor Emeritus of Special Education, Department of Special Education, University of Illinois, 1310 South Sixth, Champaign, IL 61820-6990, or call 217/333-0260. ■

Way to Walk!

Twenty Sault Ste. Marie CEC members took to the streets to raise money for Chapter #585. As participants in the 3rd annual CEC Walkathon, held Oct. 2, 1994, these energetic CEC members traversed the scenic Sault Ste. Marie City Centre shoreline for 2 hours—and earned more than $1,500 for their chapter. Congratulations to these hardy, dedicated members!

Kamloops Chapter Gives Students the Technological Advantage

Completing a composition or other writing assignment at home can be a nightmare for students with learning disabilities. At home, they cannot access the school computers they use to check spelling, keep their work organized, and prepare legible papers.

But CEC's Kamloops, British Columbia Chapter is changing that. This small but dynamic group gives deserving students word processors. Students can keep the word processors for 5 months, and those who appear to benefit from their computer can keep it for the entire year. They also have an opportunity to purchase the computers at reduced prices.

"This has been a very worthwhile project for our chapter," says Pat Lainsbury, president of the Kamloops Chapter. "The students who have used the computers have regarded it as a real springboard for themselves and their academic success. They use it and depend on it—lugging it from class to class. Some even share it with a classmate who is having difficulty. And as the program grows, more students, teachers, and parents are seeking it out."

The Kamloops Chapter uses fun and games to fund their Technological Loan Library—they earn the money to buy the computers from their bingo games. ■

Division Focus

CASE

The Council of Administrators of Special Education and CEC have actively worked toward the passage of the Improving America's Schools Act (IASA) legislation. At the same time, CASE members continue to help us develop positions for the reauthorization of IDEA during the next session of Congress. CASE urges members to contact the CASE office with concerns, suggestions, ideas, and proposals. Contact Jo Thomason at 615 16th St., NW, Albuquerque, NM 87104 or at CASE.CEC on SpecialNet.

In October the CASE Board of Directors held a joint meeting with the Executive Board of the Council for Children with Behavioral Disorders to provide information that would help local districts develop more effective programs for students with emotional and behavioral problems. Watch this space in *CEC Today* for more news as this project progresses!

CEC-PD

The CEC Pioneers Division is accepting donations for the June Jordan "I Have a Dream" Fund. This fund, established by the Pioneers Division during CEC's 1994 Convention, is used to maintain the CEC History and Archives. The archives, housed at CEC Headquarters, consist of oral histories and relevant documents that can give young special education professionals an understanding of how and why certain programs for handicapped children have been established.

Thus far, CEC-PD has collected approximately $1,100, which the Division will use for equipment, training, and transportation costs for the archivist.

We invite other Divisions to participate in this endeavor with their energies or financial support. Send your contributions, made payable to the Pioneers Division to: Jean Hebeler, 525 North Drive, Fairview, Tracys Landing, MD 20779.

DCCD

The Division for Children with Communication Disorders is working with the Department of Education to develop policies for special education research. Teris Schery was selected to represent DCCD on an Ad Hoc Committee on Research for CEC's Division on Research, which will bring together various researchers in special education. The committee will provide information about special education research to OSERS and other government agencies. Dr. Schery will serve as a liaison between DCCD members, the DCCD Executive Board, and the AD Hoc Committee. Dr. Schery is a research professor in Education and Human Development at Peabody College of Vanderbilt University, Nashville, TN.

DCDT

The Division on Career Development and Transition will publish two position papers in the upcoming issue of *Career Development for Exceptional Individuals.* "Life Skills Instruction: A Necessary Component for All Students with Disabilities" covers down-to-earth issues such as what is life skill instruction, why it is important, what should be taught, and who is responsible for teaching life skills. "The Transition of Youth with Disabilities to Adult Life: A Position Statement of the Division on Career Development and Transition, CEC," redefines the definition of career development and transition.

Another DCDT publication, *Capitol Connection Policy Newsletter,* addresses interdisciplinary policies and practices affecting career preparation and transition to postsecondary education, employment, and adult life for individuals with disabilities. The *Capitol Connection Policy Newsletter* can be ordered for a minimal fee from Carol Kochhar, Editor, The George Washington University, Department of Teacher Preparation and Special Education, 2134 G St., NW, Washington, DC 20052.

We are now accepting proposals for DCDT's 1995 international conference, "The Spectrum of Career Development: Focus on the Individual." Information is available in the current issue of *DCDT Network,* or write to: DCDT Proposals, Division of Continuing Education and Summer School, East Carolina University, Greenville, NC 27858-4353.

DDEL

The Division for Culturally and Linguistically Diverse Exceptional Learners

Hot off the press! DDEL's new book *Addressing Cultural and Linguistic Diversity in Special Education,* brings educators the latest information and educational strategies for culturally diverse exceptional students.

This unique publication presents the perspectives of four major ethnic groups—African-American, American Indian, Asian/Pacific Islander, and Hispanic—and the issues impacting the education of their exceptional students. Just a few of the cultural/special education topics discussed include the culturally diverse exceptional student and education reform, new methods for evaluating instruction, and assessment for gifted programs.

All DDEL members will receive this publication as part of their division membership package. Copies may be ordered from CEC #D5086. $16.00. CEC Members, $11.20 (plus $2.50 shipping and handling). Call 800/CEC-READ.

DISES

The Division of International Special Education and Services has organized an exciting series of sessions for the Indy CEC convention in April, according to Richard Gargiulo, DISES Vice President and program chair for the 1995 meeting. At one session, Judy Smith-Davis, DISES Governmental Affairs Chair, will provide details of the latest involvement with our Russian colleagues in Moscow and Saint Petersburg.

In addition, DISES will again sponsor an "international reception" to honor speakers and other participants from abroad.

DLD

The Division for Learning Disabilities

Thomas Hehir, Director of the Office of Special Education Programs, attended DLD's fall board meeting, held at CEC Headquarters Oct. 1, 1994. Dr. Hehir discussed issues related to learning disabilities and the reauthorization of IDEA. Dr. Hehir and the board concentrated on four major topics:

- Early identification (K- 3) of children with learning disabilities, particularly reading disabilities.
- Professional preparation of teachers who educate students with high incidence disabilities.
- Use of aptitude-achievement discrepancy criterion in determining eligibility.
- Funding priority focused on learning disabilities with a strong research to practice component.

The DLD Board and Research Committee will be working with Joseph Ballard, CEC's Director of Public Policy, to provide input on these and other issues. For more information, contact Candace Bos, 602/621-0938.

The **Summit on Learning Disabilities**, held Sept. 20-21, 1994, in Washington, DC, marked a renewed spirit of recognition of this disability and presented new research findings. It also promoted cooperative efforts within governmental agencies to learn more about and address the best practices for individuals with learning disabilities.

The conference, which featured educational leaders from across the country, including CEC's and DLD's Barbara Keogh, was attended by some of the nation's foremost public servants. Hillary Clinton; Donna Shalala, Secretary of Health and Human Services; Richard W. Riley, Secretary of Education; and Robert B. Reich, Secretary of Labor, were among those who spoke at the conference and lent their support to continuing efforts to develop a national agenda for learning disabilities.

New facts and topics discussed include:

- Discovery of the gene that causes dyslexia.
- Development of cooperative programs for those with learning disabilities supported by the Departments of Education, Health and Human Services, and Labor.
- Lack of services for young children (K-2) because they do not meet the criteria of aptitude/achievement discrepancy.
- Revision of the definition of learning disabilities.
- Learning disabilities' impact on individuals throughout their life span.

MRDD

The Division on Mental Retardation and Developmental Disabilities

MRDD's 4th International Conference focused on the best inclusion practices for students with disabilities. Leading education experts gave participants strategies to modify the curriculum to fit students' needs in inclusive settings, identified syndromes on the margins of mental retardation, warned of the consequences of ignoring mild mental retardation, and explored the issues surrounding inclusion, exclusion, and "other matters of the heart."

MRDD's 5th International Conference will be held in the fall of 1996 in Austin, TX.

TED

The Teacher Education Division

is working diligently to provide educators with information concerning the transitions occurring in teaching and teacher education. TED's journal *Teacher Education and Special Education*, newsletter, annual conference, and the Forum keep educators abreast of educational reforms that impact their daily classroom experiences, as well as their careers. As TED moves from a view of teaching as an individual endeavor in which each classroom has its own identity to one of collaboration in which teachers, parents, administrators and the community share responsibility for the learning process, TED confronts the questions and concerns educators face. To ensure you have the information you need to keep your career on track in this time of educational transition, contact TED, 513/556-3766.

· · · · · · · · · · · · · · · · · · · ·

Advocacy *from page 5*

During the meeting, attendees considered such issues as the future national and in-state design for the comprehensive system of personnel development (CSPD), including authority, linkages, stakeholders, resources, and annual review.

The attendees also discussed the federal role in the preparation of professionals to work with students with both high- and low-incidence disabilities; strengthening the ethnic and cultural diversity of the personnel pool, including support to minority institutions; and the relationship of professional preparation under IDEA to that under the Goals 2000: Educate America Act.

DPP found this meeting to be exceedingly useful in setting the progressive direction the Council will take on this issue and appreciates the time and efforts of those who attended.

CEC Nominates Special Education Experts for National Reform Boards

In our continuing efforts to ensure consideration of the needs of exceptional children throughout all education reform efforts, CEC has formally nominated leaders in the special education field to several reform-oriented national boards.

The Goals 2000: Educate America Act provides for the establishment of a National Education Standards and Improvement Council (NESIC), which will play an integral role in the certification and review of national and state standards and assessments.

Further, the Act reauthorizes the Office of Educational Research and Improvement (OERI) in the U.S. Department of Education. A newly created National Educational Research Policy and Priorities Board will be instrumental in the restructuring of OERI.

CEC has forwarded names of outstanding members, expert in the education of children with exceptionalities, as nominees for NESIC and the National Educational Research Policy and Priorities Board. ■

For more information on any of these vital issues, please contact the Department of Public Policy, 703/264-9498.

Your Road Map to Grants

BY CAROLYN ALLEN

Educators can win thousands of dollars for classroom use through federal, state, and corporation grants. By knowing what's available and how to make your grant proposal stand out, any teacher can take advantage of these funding opportunities.

Where to Look

Your public library is an excellent resource for grant information. Some publications that list funding sources include:

- *The Federal Register Index.* Look under the Department of Education, Grants.
- *The 1994 Annual Register of Grant Support.*
- *The Grants Register, 1993-1995.*
- *The Action Guide to Government Grants.*
- *The Director of Foundations.*
- *The Encyclopedia of Associations.*

You can also contact your state's department of education for state grant information.

How Do I Determine if I Am Eligible?

Most grants give detailed information about eligibility requirements. Federal grants list possible recipients, i.e., local education agencies (includes teachers in public and private schools), institutions of higher education, vocational/technical schools, nonprofits, agencies, and organizations. Some organizations will not give grants to individuals, and you must apply in the name of your school.

Developing the Proposal

Grants are often reviewed by impartial third parties. You must present your plan in an exciting way that gets the attention of these reviewers and makes them want to fund it. Other suggestions include:

- **Tailor your grant to the funding source**—If the grant lists priorities, show that your project meets those needs.
- **Consult with experts in the field**—Special education directors, administrators, counselors, computer specialists, general and special education classroom teachers and parents.

These colleagues can help you determine the programs most appropriate for your students, and you may need approval of the school administration to apply and/or accept the grant.

Parts of a Grant

A grant proposal can cover multiple areas, which may be weighted. Specific areas you must address may include:

- **Management of the Project**—An accounting of who will manage the project, including finances and who will work with the students.
- **Personnel**—Identify everyone involved in implementing and maintaining the program and their role.
- **Evaluation**—Outline your plan to test the effectiveness of the program.
- **Dissemination**—How will you disseminate information about the grant and your program? Ideas to publicize your work include: submitting stories about your program to local newspapers and newsletters, conducting inservice or training sessions, and/or setting up a booth at conventions.
- **Budget Justification**—Make sure your budget is realistic. Inflating or deflating the money you need to meet your goals will disqualify your proposal.
- **Continuation of the Project**—Making your project ongoing can help sell your proposal.
- **Letters of Support**—Include letters showing administrative and/or parental support.
- **Do It Right**—If you don't follow grant guidelines to the letter, your grant may be disqualified. Take advantage of grant writing workshops. You can also call the granting organization for assistance.
- **Time Needed**—Try to allow 2 to 3 months to compile the information you need and write the grant proposal. List things to do and who to see, and set a deadline for each task.
- **The most difficult part of preparing a grant proposal**—Translating your ideas into something unique that deserves funding is the most challenging part of grant writing.

With a little legwork, you can win an educational grant. The rewards are well worth the time and effort. ■

Carolyn Allen won a $7,000 grant from the Oklahoma State Department of Education to bring computer-assisted and interactive video instruction to her 5th and 6th grade students with mental retardation.

Gifted Education *and...*

Hot Desert Nights or Cool New Orleans Jazz

Plan now to escape the winter doldrums and attend one of CEC's Institutes on Gifted Education in the Middle School. Sponsored by the National Training Program in Gifted Education, these institutes will present the latest information on: curriculum, grouping, identification, and social and emotional issues relating to middle level gifted students.

Come to the **Phoenix Institute, February 3-5, 1995**, and bask in Arizona's sun-kissed streets in your spare time, or join the Mardi Gras at the **New Orleans Institute, February 24-25, 1995.** (Participants can keep their conference hotel rate through Tuesday, February 28, 1995, ["Fat Tuesday"] if they'd like to stay and enjoy the festivities. However, you must register early to take advantage of this offer.)

In addition to the Gifted Institutes, the National Training Program is planning other dynamic activities and materials for gifted children in the middle schools, as well as for grades K-3. Check your current CEC Catalog for new offerings!

We look forward to an exciting and eventful 1995. For more information, call 800/224-6830.

The Laws We Teach By...

BY REED MARTIN

Once insulated from the courtrooms and civil litigation, more and more schools—and some teachers—find themselves the subject of lawsuits: schools and parents disagree on the best educational setting for a child or parents feels their child has not received the education guaranteed under the law.

In today's changing environment, it is imperative that educators and parents stay abreast of the latest developments in educational law. A few of the most pressing issues facing the courts and educators include:

Outcome Standards

One of the newest trends in education today, general outcome standards, collide with the provisions set forth in the Americans with Disabilities Act (ADA). General outcome standards determine whether or not students progress, participate in extracurricular activities, graduate, receive a diploma, can enter a publicly financed college.... The ADA states that modifications must be made for these students.

However, many schools have refused to modify testing for these exit criteria. As a result, students with disabilities have been denied participation in all or some school activities.

Discipline of Dangerous Students

Though many schools are enacting "get tough with discipline of dangerous students policies," federal legislation protects special education students. The Office of Special Education Programs requires services to students with disabilities to continue—even if that student is expelled following the guidelines set forth under IDEA. Schools that attempt to expel these students with disabilities without following special education procedures will likely face litigation.

Transition Planning

Many schools have failed to implement the 1990 IDEA amendments that mandate transition planning for special education students. Also, in 1992 Congress amended the Vocational Rehabilitation Act to emphasize transition services between mental retardation, mental health, social services, and corrections.

However, interagency agreements have not been properly developed, and schools and support services have not determined their roles for providing transition services. This lack of cooperation will result in future claims for compensatory education and damages.

Inclusion

Service in the least restrictive environment has been mandated by the law for 20 years. However, with the advent of "inclusion," some schools have placed children with disabilities in a regular setting while withdrawing special education support. When unaided students fail and schools move those children to special settings, inclusion litigation will increase.

Schools will find that when they place a student in a regular setting, they must bring in sufficient aids and services to provide support for the child's academic success.

Hearings

Administrative hearings under IDEA are extremely costly, and many of the proposed amendments for the reauthorization of IDEA will increase parent's attorney fees. However, schools often fail to realize that ADA provides alternatives to administrative hearings. Also, most schools fail to take advantage of an option in the 1986 Handicapped Children's Protection Act that can severely reduce parent's legal fees. ■

Reed Martin, a member of CEC's Texas Federation, has served the disability law field for 25 years. Mr. Martin's experience includes disability legislation and disability litigation under IDEA and ADA from the IEP process to the Supreme Court. Mr. Martin has conducted more than 300 workshops for teachers and administrators.

Mr. Martin will conduct a 1-day workshop on these and other important legal issues at the CEC Convention, April 9, 1995, in Indianapolis, IN.

CLIP AND SAVE THIS INFORMATION

TAKE IT FOR granted

American Heroes in Education Awards—*Reader's Digest* seeks nominations for its American Heroes in Education Awards. Teachers, principals, or teams of educators will receive $5,000, with an additional $10,000 for their schools. Deadline, December 9, 1994. The Reader's Digest Assoc., Inc., American Heroes in Education Awards, c/o Jan Braun, Reader's Digest Road, Pleasantville, NY 10572.

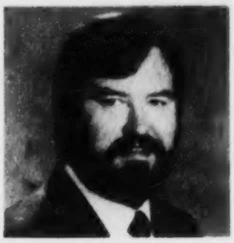
Presidential Award for Excellence in Science and Mathematics Teaching Nominations—K-12 teachers are eligible for the award, which includes an expense-paid trip to Washington, DC, and a $7,500 National Science Foundation grant for their school. Deadline, December 1, 1994. Call PAESMT, 703/243-7100.

Comprehensive Partnership for Minority Student Achievement—National Science Foundation will fund projects that enhance teachers' knowledge of mathematics and science and increase minority participation in the science and engineering fields. Eligibility: Local education agencies. Deadline: Nov. 30, 1994, for fiscal 1995 programs, October 15, 1995 for fiscal 1996. Call Betty Ruth Jones, 703/306-1633.

Guidebooks for Federal Resources—The Eisenhower National Clearinghouse for Mathematics and Science Education has published 10 regional guidebooks (free) and one national guidebook ($18) to help elementary and secondary educators locate federal resources. For regional copies, call 614/292-7784; for the national guidebook, call 202/512-2250, Order # 065-000-00641-3.

National Peace Heroes Award—$1,500 award to fund projects that teach the three C's of peace: compassion, conversation, and cooperation. Deadline: December 15, 1995. 800/426-4777.

Preparing for Adult Life: Teaching Students Their Rights and Responsibilities



BY ROBERT J. MILLER

Too often, students with disabilities leave high school without the perception that they are in control of their lives. This "learned helplessness," is manifested through external locus of control, low self-esteem, and lack of assertiveness.

As a result, many students with disabilities enter adult life with less likelihood of success than nondisabled youth, whether they pursue postsecondary educational opportunities or plan to enter the work force.

A New Focus for Transition Planning

Thanks to the efforts of the special education community, those with disabilities have rights, privileges and access to the things they desire.

However, to ensure individuals with disabilities can take advantages of the opportunities that are now open to them, schools and parents must help them learn to advocate for themselves—whether in a work environment, at school, or in recreational settings.

Send us Your Input...

Send your input on the following questions and/or written comments to *CEC Today*, 1920 Association Drive, Reston, VA 22091-1589.

Does your school teach assertiveness and self-advocacy to special education students?

__Yes __No

Do you think schools should include teaching self-advocacy in the curriculum?

__Yes __No

Teaching Rights and Responsibilities

Knowledge is power, and a deeper and richer understanding of one's rights under the law is fundamental to self-advocacy. Therefore, schools must include time in the curriculum for students to study and understand the rights of persons with disabilities.

Students with disabilities should be taught to ask: Can I expect reasonable accommodation for my academic needs in high school? What must I say to my teachers to get those accommodations? What must I do if someone refuses to grant me accommodations provided under federal law? What are reasonable academic accommodations that are required by federal law at community colleges and universities?

Teachers and parents should also prepare students to advocate for themselves in the work place. These students should know the answers to questions such as: What does the law say regarding accommodations I can request at the work place? What physical accommodations can I expect on the job and as a consumer in the community? Can employers refuse to hire me because of my disability?

To help students advocate for themselves, schools and parents must help them understand their disability and be able to discuss their specific strengths and limitations. The ability to "say what you need and get what you deserve" is fundamental to self-advocacy. Parents and schools must work together with students to reduce the power and the stigma of disability.

In addition, schools and parents must teach students to describe the accommodations they will need in the work place or postsecondary education. Furthermore, these students need academic and community-based opportunities to practice their chosen accommodations while still in high school.

Access to Community Resources

To maximize the likelihood of success after graduation, students with disabilities must be able to communicate their wants, needs, and concerns to representatives of adult services. It is the responsibility of schools and parents to help them learn what services are available to them. For example, referral to specific adult services may facilitate the transition to employment.

Also, the school's curriculum should include opportunities for students to practice accessing community resources, as well as information regarding adult services available in their community.

However, even with these services available, it is essential that schools and parents ensure that students can articulate the services they need and make sure they get the services required by law.

Learning their rights and communicating their needs are fundamental curriculum components for every student. These issues cannot be learned in isolation. Collaboration of the student, family, and school is necessary. Our goal is to develop selfdirected learners who can address their own wants and concerns and can advocate for their goals and aspirations. ■

Viewpoint reflects the opinions of individuals. Your comments are welcome!

Robert J. Miller, member of CEC's Chapter #580 and the Minnesota Federation, is vice president of the Division on Career Development and Transition. Dr. Miller is an Associate Professor of Special Education at Mankato University in Minnesota, MN, and has served as a classroom teacher, educational consultant, and transition specialist.

Special Education *from page 1*

school-age population—from the previous year. The distribution of specific disabilities for children age 6-21 is:

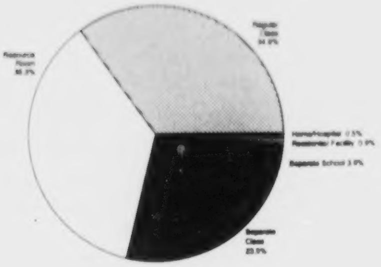
- Specific learning disabilities, 52.4%
- Speech/language impairments, 21.6%
- Mental retardation, 10.9%
- Serious emotional disturbances, 8.7%.

The number of infants and toddlers receiving early intervention services increased by 15% to 76,499 as states phased in early intervention services for young children and their families.

Services Provided in Integrated Settings

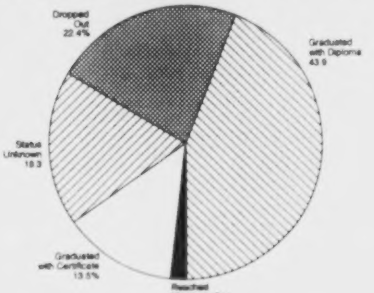
More children are being placed in integrated settings. Approximately 95% of students with disabilities receive education and related services in regular school buildings:

Percentage of Students with Disabilities Served in Different Education Environments



Graduation Data

Basis of Exit for 229,368 Students with Disabilities, 14 and Older: School Year 1991-92



- The dropout percentage for students with disabilities has decreased steadily over the past 5 years, and the graduation percentage has shown a general upward trend.
- Students with disabilities who attended regular secondary schools had higher absenteeism and dropout rates and lower grades than the general student population.
- Students in the largest disability categories—those with learning disabilities, mental retardation, and serious emotional disturbance—experienced the poorest results.
- Students with disabilities who completed 4 years of high school earned a cumulative GPA of 2.3, compared to a national average of 2.6.

Funding

Due to the increased number of students reported by states for Fiscal Year 1993, federal funding to support special education and related services for school age students was $411 per child—an increase of only $1 over the previous year.

Federal support for preschool students dropped to $738, a decrease of $66.

Students with Serious Emotional Disturbance (SED)

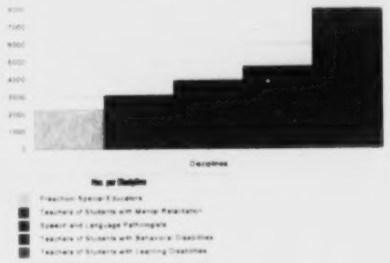
Special attention was given to the state of services to and outcomes of students with SED:

- 8.2% of the special education population are students with SED, a 1% increase from the previous year.
- Students with SED have lower grades and higher dropout rates than any other group of students with disabilities. About 17% of youth with SED go on to college compared with 53% of students without disabilities.
- Students with SED are far more likely than any other group with disabilities to be served in special education programs outside regular schools. In the 1991-92 school year, almost 20% of students with SED were served outside regular schools, compared to 5% of students with other disabilities.

Demand for Special Educators Increases

For the 1991-92 school year, states reported a shortage of approximately 27,000 special education professionals and 5,400 paraprofessionals, a 1.3% greater shortage than the previous year. The largest shortages occurred in the following areas:

Shortages in Special Education



To order a copy of the *16th Annual Report to Congress on the Implementation of IDEA*, contact Darlene Crumblin, U.S. Department of Education's Office of Special Education Programs, Division of Innovation and Development, Switzer Building, 330 C St., SW, Washington, DC 20202. ■

Holiday Gift Ideas from CEC

Give a Membership Certificate

Call 1-800-845-6232 to order a gift certificate of membership for your colleagues, friends or family members. This gift is a wonderful way to show you care.

Give a CEC Logo Product

Lapel Tac (B820)	$7.50
Pen (B847)	9.50
Lunch Bag (B851)	7.00
White Sweat Shirt (B848L or B848XL)	28.00
White short sleeve T shirt (B847L or B847XL)	18.00
Black long sleeve T shirt (B852L or B852 XL)	25.00

Give a Book

Survival Guide for the First-Year Special Education Teacher, Revised (P335R) $8.40

How to Reach and Teach ADD/ADHD Children (S391) $23.75

Tough to Reach, Tough to Teach (P387) $15.40

Teaching Gifted Kids in the Regular Classroom (S392) $19.95

Your Gifted Child: How to Recognize and Develop the Special Talents in Your Child from Birth to Age Seven (S384) $8.95

Teaching Strategies: Education of Children with Attention Deficit Disorder (P5076) $6.25

Call 1-800-232-7323.

Ask about special second day postage delivery costs for those last minute items

Transition *from page 1*

community experiences, the development of employment, and other postschool adult living objectives. When appropriate, acquisition of daily living skills and functional vocational evaluation should also be included.

Additional services may include postsecondary education, vocational training, integrated employment, continuing and adult education, adult services, independent living, or community support agencies.

Making Transition Planning Work

Schools employ the Individual Transition Plan (ITP) to provide a transition program for special education students. The ITP helps students focus on possible career goals and assesses the students' career interests, independence, interpersonal relations, and self-advocacy.

The student, parents, teachers, and other service providers should all contribute to the ITP. For example, students should provide information about themselves, such as what school subjects they like, what they like to do at home, their hobbies, what they are best at, if they like to work with their hands, if they enjoy being with people, spending time alone....

Parents can add goals for the student to meet at home, such as getting a part-time job, learning the community transportation system, opening a bank account, or cooking a meal.

And guidance counselors can use the ITP to help students determine which classes to take and which careers to explore.

Adding Transition to the IEP Process

The IEP integrates school, community, and interagency services that will ensure students with disabilities get the help they need to pursue their goals and find rewarding employment.

To be effective, IEP transition goals should be as comprehensive as possible, assigning timelines for specific tasks to be accomplished and responsibility to a specific person or persons to see the objectives are met.

The IEP should also identify community or interagency organizations the student may need to contact for assistance in his/her transition to adult life.

Assessment

Thorough assessment is crucial to effective transition. Students with disabilities may need more comprehensive testing than that offered by traditional aptitude tests.

Arranging for students to receive vocational testing is an excellent option. Some services assess students at special testing facilities over a 1 to 2 week period. They determine the students' strengths and weaknesses and provide a list of jobs they would be good at.

Other testing services will come to the school, administer a short vocational assessment, and deliver the results.

In the Classroom

More and more schools are making life skills a part of their curriculum. Instruction includes such topics as:

- Budgeting.
- Renting or buying a house.
- Buying a car.
- Preparing taxes.
- Job skills: punctuality, taking sick leave, negotiating a raise, handling conflict.
- Job applications.
- Resumes.
- Interviewing skills.

Making the Link to the Community

Gaining community support and participation is vital to successful transition. Community interactions may be strengthened by:

- **Vocational Transitional Liaison**—Helps students define career goals and find job opportunities in the community. Meets regularly with employers to learn their job requirements and ascertain students' performance.
- **Job Coach**—Accompanies students to the job to see that they understand and can complete their responsibilities.
- **Work Awareness Transition**—A two-semester class in which students prepare to enter the work environment the first semester and are placed in jobs in the second semester In the second semester, the teacher also takes on the responsibilities of a job coach.
- **School Employment**—School districts allow students to enter their work force, often as office assistants, packaging personnel....

Exploring Career Options

Schools should provide multiple opportunities for students to explore different career options, including:

CEC honor roll

Linda W. Childers, member of CEC's Arkansas Federation and principal of Smith Elementary School, was recognized as a 1994 National Distinguished Principal by the U.S. Department of Education and the National Association of Elementary School Principals. Childers was one of 60 principals to be recognized.

James Kauffman, member of CEC Chapter #754 and winner of CEC's 1994 Research Award, spoke at Independent Hill School in Prince William County Public Schools on "Preserving the Continuum of Alternative Placements: Special Schools."

Barbara Keogh, co-chair of the DLD Research Committee and winner of CEC's 1992 Research Award, was a panelist at the Summit on Learning Disabilities, held in Washington DC, September 20-21, 1994.

Willard Abraham, member of CEC's Arizona Federation and educator, administrator, and author, was awarded 1st prize in the Syndicated Column category in the 2nd Annual Stuttering Foundation of America Awards for Reporting Excellence for his columns, *For Teens* and *Our Children*.

- Plan an Annual Career Day on which students visit the job of their choice and shadow a particular individual.
- Have students attend career presentations hosted by nearby colleges and universities.
- Host a college fair at your school.
- Invite persons from different careers to speak to the students on a regular basis.
- Take students to visit your district's vocational programs. Nothing makes a job come alive like seeing it in action.

CEC Leads the Way

CEC has consistently led the field in support of transition planning and services for students with disabilities. Recognizing that this was a need that was not being met, CEC worked aggressively to encourage the passage of legislation to provide transition planning in our schools. We also provide extensive training and curriculum aides to help educators implement career transition in their classrooms.

The CEC *Life Centered Career Education (LCCE)* Program is a total curriculum package that includes IEP planning guides, lesson plans, and assessment tools. For information about the LCCE Workshop, call 800/224-6830. To order the LCCE program, call 800/CEC-READ. ■

Dr. Edward F. Dragan, member of CEC's New Jersey Federation, is the founder and principal consultant for Education Management Associates, a management consultant firm specializing in special education.

Transition IEP/ITP Objectives

For Students Pursuing Postsecondary Education

- By November 1, Susan will, with the assistance of her guidance counselor, identify patterns of strength in subject areas.
- By December 1, Susan will have completed a vocational assessment, which her guidance counselor shall arrange. The results will be incorporated into future transition planning.
- By January 1, Susan will identify possible schools from a list provided by her guidance counselor and compose letters to five or more schools.
- By April 1, Susan will contact at least three possible postsecondary educational institutions and arrange for campus visits and interviews. The guidance counselor will provide appropriate assistance.
- In the fall, Susan will apply to the schools of her choice with her guidance couselor's assistance.

For Students Entering the Work Force

- By October 15, John will name and explain three careers he might be interested in. His resource teacher will work with John.
- By Oct. 30, John will describe the training requirements and income potential for the 3 careers he identifies. His resource teacher will provide appropriate assistance.
- By November 13, John will identify his 3 best employee characteristics and 3 he should improve. His resource teacher will monitor John's self-assessment.
- By December 1, John will name 5 local jobs and 5 to 10 critical tasks/responsibilities the job entails. John's resource teacher will assess John's performance.
- By March 15, John will work or job shadow for 3 to 4 weeks part-time on 3 different jobs. The resource teacher will observe John 3 times and receive weekly feedback from his job supervisor.

(Workforce objectives are from Integrating Transition Planning into the IEP Process. #P386.$11/$15.70.)

EXTRA credit

Disney Video Leasing Library—Available to schools, grades K-12. Includes teacher's guides, newsletter, posters, and student contests. 800/295-5010.

Music Scholarships—For students, 12-19, with a visual or physical disability. Deadline, February 15, 1995. Contact the National Federation of Music Clubs. Joyce Wash, 905 Dial Dr., Kennet, MO 63857, 314/888-3347.

Outward Bound Scholarships—For high school juniors and college students who have demonstrated leadership potential and teachers. Contact Brenda Lucero, Scholarship Program Coordinator, 303/831-6985.

Technology Workshops—Microsoft is presenting a series of FREE workshops for educators who invest in technology. For K-12 superintendents, principals, and technology coordinators. Call 800/274-6359.

Duracell/NSTA Scholarship—High school students must design and build a device that runs on batteries. Entry deadline, January 13, 1995. Duracell/NSTA Scholarship Competition, 1840 Wilson Blvd., Arlington, VA 22201, 703/243-7100.

Information Exchange for Rare Disorders—National Organization for Rare Disorders is a national support group for parents of children who have very low incidence genetic and other disorders. P.O. Box 8923, New Fairfield, CT 06812, 800/999-NORD.

Electronic Forum for People with Disabilities—The Disability Connection is available through eWorld, Apple's online information service. Visitors can participate in ongoing discussions, search information libraries, and interact with leading disability vendors and organizations. Basic monthly subscription, $8.95; each additional hour, $4.95. 800/775-4556.

Child Care Law Center—The Child Care Law Center recently published *Child Care and the ADA: Highlights for Parents of Children with Disabilities*. The booklet explains the ADA, its impact on children, assistance child care staff can provide, what parents can do if their child care program is not complying with the ADA, and resources. $5.00. 415/495-5498.

Inclusive Schools Institute
Building Partnerships for Diversity

NEW! Regional Event

Coming soon to your area!
Dallas, Texas February 16-18, 1995
Preregistration Tuition: Member: $189, Nonmember: $229
On-Site Tuition: Member: $228, Nonmember: $278
Materials: $35

Call Now! 800/224-6830

FREE Tuition for Your 5th Team Member! Call for details.

CEC

CALENDAR OF CEC *events*

november

November 18-19, 1994
The Canadian Council for Exceptional Children and The Canadian Association of Principals Conference, PROMOTING SUCCESSFUL TRANSITIONS: From School to Work to Adult Life," A Series of Regional Symposiums, Best Western International Inn, Winnipeg, MB. Contact: Pat Elvers, 204/867-3754 or Candace Borger, 204/885-7710.

November 19, 1994
Maryland Federation Conference, Holiday Inn, Annapolis, MD. Call: Connie Russell, 301/449-5758.

November 20-21, 1994
The Canadian Council for Exceptional Children and The Canadian Association of Principals Conference, PROMOTING SUCCESSFUL TRANSITIONS: From School to Work to Adult Life," A Series of Regional Symposiums, Radisson Presidential Hotel, Richmond, BC. Contact: Ian McEown, 604/681-3352.

November 20-22, 1994
Kentucky Federation Conference. Contact: Linda James, 900 Parkway Drive, Owensboro, KY 42303, 502/684-8303.

November 25-26, 1994
The Canadian Council for Exceptional Children and The Canadian Association of Principals Conference, PROMOTING SUCCESSFUL TRANSITIONS: From School to Work to Adult Life," A Series of Regional Symposiums, Coast Terrace Inn, Edmonton, AB. Contact: Dr. Robert St. Onge 403/467-8896.

december

December 2-3, 1994
The Canadian Council for Exceptional Children and The Canadian Association of Principals Conference, PROMOTING SUCCESSFUL TRANSITIONS: From School to Work to Adult Life," A Series of Regional Symposiums, Victoria Inn, Stratford, ON. Contact: Cheryl Zinszer, 519/291-2380.

january

January 26–28, 1995
LCCE Regional Training, Holiday Inn Vanderbilt, Nashville, TN. For preregistration information call CEC: 800/224-6830. For hotel reservations call the Holiday Inn Vanderbilt, 800/777-5871; 615/327-4707.

february

February 2–3, 1995
CCBD Forum on Working with Children and Youth Who Have Aggressive and Violent Behaviors, Tampa Airport Marriot Hotel, Tampa, FL. Call Lyndal Bullock, 817/565-3583.

February 2-3, 1995
Arizona Federation Conference, Holiday Inn Corporate Center, Phoenix, AZ. Contact: Teri Renfro, 1818 N. 87th Way, Scottdale, AZ 85257, 602/423-3240 (Monday & Tuesday) 602/443-7840 (Wednesday & Thursday).

February 16, 1995
ADD Workshop, The Adolphus, Dallas, TX. For registration information call CEC, 800/224-6830. For hotel reservations call The Adolphus, 800/221-9083; 214/742-8200.

February 16-18, 1995
Institute on Inclusive Schools, The Adolphus, Dallas, TX. For registration information call CEC, 800/224-6830. For hotel reservations call The Adolphus, 800/221-9083; 214/742-8200.

February 17-19, 1995
California State CEC Federation, 44th Annual Conference "Connecting Links in Education," a topical conference on inclusive schools; Red Lion Inn, Sacramento, CA. Contact: Helen Baldwin, Program Chair, 510/676-9234.

march

March 2-4, 1995
"Fourth Annual Florida Assistive Technology Impact Conference," Orange County Convention Center, Orlando, FL. Co-sponsored by FATIC and the Technology and Media Division. Contact: L. Jeffrey Fitterman, Florida Instructional Materials Center, 5002 North Lois Avenue, Tampa, FL 33614, 813/872-5281.

March 3-4, 1995
Colorado Federation, "Courage to Risk," Broadmoor Hotel, Colorado Springs, CO. Contact: Lewis Jackson, 303/351-2691.

THE COUNCIL FOR EXCEPTIONAL CHILDREN
1920 Association Drive
Reston, VA 22091-1589

NONPROFIT
ORGANIZATION
U.S. POSTAGE
PAID
RICHMOND, VA
PERMIT NO. 930

Ready! Set! Go! to CEC's Racing to Excellence. April 5–9, 1995, Indianapolis, IN.

CEC today
EXCLUSIVELY FOR MEMBERS OF THE COUNCIL FOR EXCEPTIONAL CHILDREN
VOL. 1 NO. 8
DECEMBER 1994

CEC Furthers National Effort to Ensure Safe Schools

CEC, as part of the National Alliance of Pupil Services Organizations, and the National Education Goals Panel co-sponsored the "Safe Schools, Safe Students" conference, held October 28-29, 1994, in Washington, DC. The conference focused on collaborative approaches to achieve "Safe, Disciplined, and Alcohol- and Drug-Free Schools," Goal #7 of the Goals 2000: Educate America Act.

The conference featured model programs from school districts nationwide, two of which specifically targeted special education students: Behavior Intervention and Coping with Violence.

State representatives were encouraged to form state-level alliances of pupil service organizations. To further promote CEC involvement, CEC provided each state participating in the conference with Federation and PAN contacts.

"CEC is proud to be a part of this vital initiative for safe schools," said Joseph Ballard, CEC's Director of Public Policy. "We will continue to work for legislation that promotes a safe environment for all students and staff. And, as the premier professional organization dedicated to special education, CEC supports innovative and effective programs that provide education and services for all students and helps them overcome behaviors that interfere with their education and the safety of others."

Making Safe Schools a Reality

The Safe Schools goal states: "By the year 2000, every school in the United States will be free of drugs, violence, and the unauthorized presence of firearms and alcohol and will offer a disciplined environment conducive to learning."

Surgeon General Jocelyn Elders advocates for drug free schools at the Safe Schools, Safe Students Conference.

To achieve this goal, schools must develop fair discipline policies concerning drugs, alcohol, and violence; initiate prevention programs for all grades; and incorporate information about drug use in health classes, according to the objectives outlined in the National Education Goals. Further objectives include collaborative efforts between schools, communities, businesses and parents, and the elimination of sexual harassment in schools.

The Behavior Intervention and Coping with Violence programs, which fo-

Continues on page 11

1994: An Exceptional Year for CEC

In 1994, CEC furthered its commitment to leading the field in new developments for special education. CEC played an instrumental role in promoting legislative policies that benefit our students, initiated collaborative efforts between educational organizations, expanded the public's awareness of special education by working extensively with national and regional media, and increased the benefits we offer our members. As a result, CEC membership is the highest it has been in 12 years. As this issue goes to press, we have 55,351 members!

Just a few of the accomplishments CEC and our membership achieved in 1994 include:

Legislative Actions

CEC presidents testified at two hearings of the Select Subcommittee on Education and Civil Rights. Suana Wessendorf testified on the importance of including mental health services in the Health Care Reform legislation. Pam Gillet presented CEC's

Continues on page 9

inside

CEC's Political Action Network 4
The Technological Edge 10
A Grandfather's Perspective 12

CEC's Standing Committees

Providing Guidance for the Future of Special Education

CEC offers members numerous opportunities to participate in CEC activities, advance their professional careers, and impact the future of special education—nationally and internationally. One CEC body, the CEC Standing Committees, gives members first-hand interaction with the major issues of the day and helps direct CEC positions. Committee members, who serve for 3 years, study educational and administrative issues and recommend policies and practices for CEC.

Standing Committee members are selected from nominations, which are due in January. You can nominate yourself or a colleague. (Unit presidents should have received Standing Committee Nomination Forms in November, or you can obtain one from Karen Ulans at 703/264-9487.)

Or, if you have an issue you would like CEC to consider, you may contact the appropriate Standing Committee for advice on how to proceed.

For your information, following is a list of CEC's current Standing Committees, contact persons, and the committee's primary functions:

Credentials and Elections

Stephen Smith, 206/568-0626

- Validates credentials of delegates and alternates at the CEC Delegate Assembly.
- Conducts secret ballot elections during the CEC Delegate Assembly when necessary.
- Develops procedures for the appropriate distribution and counting of votes in the CEC Delegate Assembly.

Ethnic and Multicultural Concerns

Amelia Blyden, 609/771-2308

- Provides direction and recommendations to CEC for planning and decision making regarding services and programs reflecting cultural diversity.
- Identifies, studies, and suggests solutions to problems in special education that affect ethnic and multicultural groups.
- Encourages the recruitment and participation of ethnic and multicultural group members in CEC.
- Advocates for ethnic and multicultural groups and dominant groups relative to children and youth with exceptionalities.
- Develops and interfaces within and between ethnic and multicultural groups relative to children and youth with exceptionalities.

Finance and Operations

Linda Marsal, 919/774-6226

- Addresses the financial stability of CEC and the financial implications of services to members.
- Recommends actions the Board can take on the program plan and budget.
- Considers price formulae for the Council's saleable items.
- Reviews financial policies on investments, bonding, and audits.
- Considers the use of restricted fund monies.
- Evaluates on an ongoing basis the administrative operations and policies of CEC and advises the Board of Governors.

Governance

Robert Abbott, 708/249-0886

- Evaluates the manner in which the governance of CEC is conducted.
- Recommends policy revisions and operating procedures.
- Advises ways to improve the representativeness and functioning of CEC's governance.
- Ensures the maintenance and appropriate dissemination of the history and accomplishments of CEC.
- Serves as the rules committee, which provides general review of proposed policies.

Advocacy and Governmental Relations

Joseph Ovick, 510/942-3372

- Advises the Board of Governors regarding CEC policies relating to governmental relations (executive, legislative, and judicial).
- Advises CEC staff in planning, developing, and maintaining a structure within CEC for governmental action.
- Advises the Board of Governors regarding the need for design of appropriate studies concerning government and children and youth with exceptionalities.

Membership and Unit Development

W. Douglas Squires, 902/464-2799

- Surveys, reviews, and is sensitive to the total CEC program as it affects members individually and chapter, branch, federation, and division (subdivision) membership.
- Identifies and studies problems in the development of units.
- Acts as a policy-recommending body to the Board of Governors on all matters pertaining to membership.
- Acts in advisory capacity in matters of an administrative nature affecting membership.

Professional Development

Margaret McLaughlin, 301/405-6495

- Advises the Board of Governors regarding CEC policies and activities that advance professional development of CEC members and others involved in the education of children and youth with exceptionalities, including but not limited to continuing education, conventions, publications, and research.
- Advises CEC staff in planning, developing, and maintaining structures within CEC for implementing professional development activities.
- Assists CEC staff in implementing professional development activities where appropriate.

Professional Standards and Practice

Jackie Alexander, 210/434-6711

- Advises the Board of Governors regarding CEC policies and activities relating to professional standards.
- Develops guidelines and other materials to assist the field in meeting CEC professional standards.
- Advises CEC staff in planning, developing, and maintaining a structure within CEC for a professional standards and practice program.
- Determines the recipients of the Wallin and Clarrissa Hug Awards and any other awards and honors assigned to the committee from nominations received.

International Relations

Robert Henderson, 217/333-0260

- Advises CEC governance and staff on CEC policies concerning international relations.
- Advises CEC governance and staff about actions to further international relations and cooperation, including studies, exchanges, and meetings.
- Helps develop convention programs and other professional activities, as requested. Helps prepare printed and other materials related to international aspects of special education.
- Recommends appropriate relationships with international organizations and associations.
- Recommends ways to develop the information base of CEC respecting the education of children and youth with exceptionalities in countries throughout the world.
- Suggests ways that CEC may assist foreign visitors to the U.S. and Canada who are interested in special education programs. ■

For more information, call Karen Ulans, CEC's Senior Executive Assistant for Governance, at 703/264-9487.

Travel Perks for the Holiday Season

CEC offers members a new benefit just in time for the holidays—a substantial discount on weekend auto rentals and a free car-class upgrade. Through our Hertz membership program, CEC members can save on each Hertz car rental *and* earn funds for CEC to use to support our programs and conferences.

Plus, members get an additional discount with Hertz coupons, available through CEC.

In addition to savings on your car rental needs, CEC members can also take advantage of a number of additional benefits, including:

- Specialized Services—Hand controls and accessible parking are just a few of the services Hertz provides for individuals with physical disabilities.
- Special options such as child seats or ski racks.
- Emergency Road Service—Just call the Hertz toll-free number any time day or night for road service.
- Cellular Phones—Free cellular phones available at many locations.
- Video Mapping—Self-service video terminals display video maps of selected areas, including secondary streets and local addresses.
- Instant Return—During peak hours at major airports, a Hertz representative will meet you at the car, process the return through a hand-held computer, and generate an immediate receipt.
- Computerized Driving Directions—Directions to hotels, businesses, convention halls, exhibition areas.... Available in six languages.
- Discounts throughout the U.S., Canada, Europe, and the world.

To take advantage of this offer, present your CEC identification number or the Hertz Member Discount number #042434 when you reserve your car. For more information, call Grace Duran, 800/845-6232. To reserve a car, call Hertz, 800/654-2200. ■

inside

DECEMBER 1994 VOL. 1 NO. 8

CEC Today is published by
The Council for Exceptional Children, 1920
Association Drive, Reston, VA 22091-1589
Telephone 703/620-3660

CEC Today is not copyrighted. Members are encouraged to copy and disseminate information in this publication.

CEC President: Pam Gillet

Interim Executive Director: Nancy D. Safer

Editor: Lynda C. Voyles

Contributing Editors: Jacki Bootel, Department of Public Policy; Jean Boston, Publications and Professional Standards; Brian Carroll, Professional Development; Grace Duran, Ethnic and Multicultural Concerns; Cindy Fox, Marketing and Public Relations; Karen Vermaire Fox, Student CEC; Jeanne Glover, Membership; Shelia Mingo, Grants/Contracts and Research

Safe Schools *1*
1994: An Exceptional Year for CEC *1*
CEC's Standing Committees *2*
Travel Perks *3*
Advocacy in Action *1*
CEC's Guide to Advocacy *5*
Student CEC Spotlight *6*
Stress Relievers
Multicultural *7*
Canada CEC *7*
Division Focus *8*
Professional Advancement *10*
Member-to-Member *12*
A Grandfather's Perspective
Viewpoint *11*
Electronic Publishing
CEC Today Survey *13*
Calendar of CEC Events *16*

Advocacy in Action

CEC'S Political Action Network (PAN)

In past issues of *CEC Today*, we've given you updates on important legislation, regulations, and court cases that have impact on you as special educators. In addition, we've noted that if you had any questions about the information provided in the "Advocacy in Action" section, you could call us at Headquarters in the Department of Public Policy (DPP) or you could call your federation/province/division PAN Coordinator.

You may wonder, "What does a PAN Coordinator do? What is his or her function?" To give you a better idea of how important the Coordinators are to fulfilling CEC's mission, we'd like to give you an idea of the Network's purpose and some of the responsibilities, objectives, and guidelines for our PAN Coordinators.

What is the CEC Political Action Network?

Purpose of the Network

The network (1) effects the necessary governmental changes at the local, state, provincial, and federal levels that will make possible the implementation of CEC policies relating to the education of exceptional children, and (2) further vitalizes CEC units (federations, branches, divisions, and chapters) by providing meaningful vehicles for membership involvement and organizational public visibility.

To carry out these goals, the Network:

- Creates, trains, and maintains a cadre of individuals capable and willing to effect necessary governmental change.
- Creates and maintains a system of information collection and dissemination necessary to support effective government change.
- Creates and maintains a system of monitoring, including the monitoring of policy enforcement by the various branches of government.

Structure of CEC's Network

PAN is composed of Political Action Network Coordinators selected by their respective federations/provinces, branches, or divisions. Each federation/ provincial PAN Coordinator is responsible for developing and maintaining a system of regional or local coordinators, whichever is most effective.

For example, **when establishing a local network, a federation PAN Coordinator may identify a contact in each local chapter**. When the federation PAN coordinator receives a *PAN Alert* from CEC Headquarters, the Coordinator asks his/her chapter contacts to make phone calls, write letters, or even visit their state congressperson to inform them of CEC's policy on a certain legislative issue. With only 73 PAN Coordinators, but literally *thousands of local chapter contacts*, CEC's voice can be heard more effectively on issues that affect students with exceptionalities.

If the federation PAN Coordinator represents a large state or province, it may be more effective to identify regional contacts. The regional contacts would then be responsible for communicating with the local chapter contacts.

If you're interested in serving as a PAN contact in your chapter, please let your PAN Coordinator know, or call us in the Department of Public Policy.

Guidelines for the PAN Coordinator

PAN's 73 Political Action Coordinators:

- Serve as members of the unit executive committee and attend all regularly scheduled meetings as well as all executive committee meetings.
- Provide reports on legislation and other key policy issues at all meetings.
- Read and be familiar with public policy information from CEC Headquarters and other sources, such as congressional, state, or provincial newsletters, as well as copies of bills and journals.
- Disseminate pertinent information to the public policy committee and all unit members via meetings, newsletters, telephone trees, and special meetings.
- Provide training and assistance to committee and unit members on specific legislative actions needed and provide feedback to members on the results of actions taken.
- Respond to *PAN Alerts* and all relevant legislative material received.
- Establish personal contact with key policymakers.
- Participate in training sessions and meetings to provide input on key legislative issues.
- Interact with other action/advocacy agencies or organizations.
- Maintain a file of contact persons, materials, suggestions, and recommendations to pass on to the next coordinator.
- Advise the CEC Department of Public Policy (DPP) of any issue or crisis that may have national implications.
- Report to CEC DPP on any contacts with federal officials (i.e., members of the U.S. Congress and Executive Branch officials) on policy issues.
- Inform CEC DPP of the federation's public policy priorities.
- Inform CEC DPP of invitations extended to members of the federal, legislative, or executive branches of government to participate in federation meetings or activities.

Department of Public Policy Responsibilities for PAN

- Provide PAN with relevant information from federal and state/provincial levels of government.
- Apprise PAN of all major relevant actions by the federal government.
- Alert the network or any segment of PAN to situations requiring political action.
- Maintain regular communication to all Coordinators.
- Make training available to PAN Coordinators.
- Help the network with problem-solving and network activities.
- Provide technical assistance at the request of a PAN Coordinator.

continued on page 5

CEC's Guide to Advocacy!

To help PAN Coordinators and Contacts, the Department of Public Policy has developed CEC's *Special Education Advocacy Handbook*.

The *Handbook*—which no one involved in the special education field should do without!—was written for **YOU**, our members. If you'd like to find out how to influence the policy process in your schools and your legislature, read this *Handbook*! If you want to know what makes politicians tick, the myths about advocacy, how to testify effectively before a legislative body, or how to write a letter to your state or federal legislators, read this *Handbook*!

You can even be a resource to your fellow special educators about the federal regulatory process, or let your colleagues know the best ways to access the media to help you get your voice heard by the policymakers!

If you'd like your own copy of CEC's *Special Education Advocacy Handbook*, call 800/CEC-READ and ask for #R5087. $12. ■

PAN *from page 4*

- Work with PAN Coordinators on CEC's participation in public policy-related activities in their state/province.
- Monitor and improve the operation of the network.

If you'd like to get more involved in political action activities and you're not sure who your Coordinator is, contact your federation/province or division or call CEC's Department of Public Policy at 703/264-9498. ■

While the purpose of the CEC PAN may be the same, the operation of the Network in the U.S. and Canada differs. This information about PAN is specific to the U.S. federation PAN Coordinators. Canada has its own version unique to its needs.

Tips for Letters to Legislators and Public Officials

Personal letters are effective ways to contact legislators or public officials, who are very attentive to the views of their constituents. They keep track of the number of letters received on any given issue. Following are a few guidelines to help you write effective letters to your state legislator or public official:

Address your letter properly with your legislator's or public official's full name and correct spelling. Suggested addresses and salutations:

Letters to Federal Officials

President (full name)
The White House
Washington, DC 20500

Dear President (full name)

The Honorable (full name)
U.S. Senate
Washington, DC 20510

Dear Senator (last name)

The Honorable (full name)
U.S. House of Representatives
Washington, DC 20515

Dear Representative (last name)

Letters to State Officials

The Honorable (full name)
Governor
State Capitol
City, State, Zip

Dear Governor (full name)

The Honorable (full name)
State Senator
State Capitol
City, State, Zip

Dear Senator (last name)

The Honorable (full name)
State Representative
State Capital
City, State, Zip

Dear Representative (last name):

Letters that Work

- Do not use form letters.
- A typed letter is not always preferable. However, make sure your letter is legible.
- Use a complete return address on the envelope and in the letter.
- Keep letters short and concise.
- Identify your subject clearly in the first paragraph; include the bill number(s) and legislation.
- Use titles, if appropriate (e.g., Dear Senator ____)
- Give reasons for your position. If you have specialized knowledge, share it with your legislator.
- Be constructive. Admit that problems exist and suggest practical alternatives.
- Request a reply from your legislator outlining his/her views and intended action.
- Keep letters to one subject/issue.
- Be reasonable. Do not ask for the impossible. Do not assume that your legislator knows as much as you do on a particular subject.
- Write your letter when the bill is in committee or subcommittee or when you receive a call for action from CEC Headquarters, your Federation office, or your PAN Coordinator.
- Avoid stereotyped phrases and sentences that give the appearance of a form letter.
- Letters from personal friends of the legislator often receive priority.
- Use board members and other contacts effectively.
- Sign your letter above your typed name, if appropriate.
- Remember to write a letter of appreciation when you feel your legislator has done a good job or when he/she has been particularly responsive to concerns you have expressed.
- Send a copy of your letter and response to the Department of Public Policy at CEC Headquarters and to your PAN Coordinator.

We've provided several sample letters in the Handbook for you to model yours after, as well as a sample personal opinion message and a mailgram.

From CEC's Special Education Advocacy Handbook

Stress Relievers for Busy Achievers

BY GEORGIA PEBBLES

It's Monday afternoon, you have a paper due tomorrow, a test on Tuesday, lesson plans to write, a Student CEC meeting tonight (the babysitter just cancelled), and you work tomorrow at 7:30 a.m. Stress has become your way of life.

We all have busy schedules that result in more stress than we think we can handle. Numerous books have been written on the subject, but who has time to read them?

Generally, people manage stress in three ways: fight it, flee from it, or cope with it. Fighting doesn't solve anything and neither does fleeing from problems. All that's left is COPING with your stress. Here are some tips that are proven to help cope with and relieve stress.

Select Smart Sustenance

You are, after all, what you eat. So follow the food pyramid and eat balanced meals at regular times—it's good for your metabolism. Cut down on junk food and avoid caffeine, tobacco, and alcohol. This will help you watch your weight and provide you with a better mental outlook. If you still need an added supplement, try vitamin B.

Tune Up Your Time Management Skills

Organizing your time by setting goals consisting of realistic expectations will give you direction and keep you focused. Get a calendar or organizer and use it to help you make lists and prioritize tasks. To avoid procrastination, do the hardest things first and break big projects into do-able tasks. If you need help, ask for it—not only are you being efficient, you are affirming another person.

Relax

Reward yourself and relax: Read a book, take a bubble bath, invest in a massage, listen to music, talk with a friend, or spend some time alone. Sleeping is never a waste of time, so do some of that as well.

Exercise

One of the best ways to reduce your stress level is to exercise. Take a walk—it's great for your legs and gives you reflection time. Go for a swim and work all your major muscle groups. Ride a bike or try an aerobics class. Raise your endorphin level and watch the stress melt away.

Solidify a Support System

Know who you can call on a moment's notice to share your emotions. Talking about your stresses relieves some of the pressure and often leads to solutions. So, converse with your favorite family member or call up a friend and share a fat-free ice cream cone together. Check with your colleagues to get suggestions about techniques they use to make things easier, or find a good quote book and read it all at once.

Sample Some Soul Savers

If none of the above relieves your stress and you are at your limit, be outrageous. Laugh! Make angels in the snow. Walk along the water. Keep a journal. Smile—it takes less energy than frowning. When you say, "I give up," someone else is seeing the same situation and saying, "My, what a great opportunity!" ■

Georgia Pebbles is the chapter president for Montana State University-Billings Chapter #755. She is working towards a degree in both special education and elementary education.

Serve on the Student CEC Executive Committee!

Take advantage of this exceptional opportunity to lead Student CEC! Contact your chapter president for a petition packet

Deadline: February 16, 1995

For more information, call
Karen Vermaire Fox at 800/845-6232

Graduating?

Serve on a CEC Standing Committee or Nominate a Colleage

Call Polly Parrish
205/460-6460

Students Put CEC on Camera

What do pictures, music, video footage, and a grant from Globe Fearon Educational Publisher all have in common? The Student CEC video—soon to be available to student CEC chapters throughout the U.S. and Canada.

The video, *Student CEC Wants You*, is a new recruitment tool developed by the Student CEC Membership Committee. It features photographs and live footage of Student CEC members engaged in various activities and highlights the benefits of Student CEC experience, professional development, and the annual CEC convention. This excellent recruitment tool, available to student chapters in January to assist with the February membership drive, is an excellent way to encourage future leaders to enter the field of education and join CEC.

Student CEC Wants You is the result of the commitment and hard work of the 1993-94 Student CEC Executive Committee. Deciding a video would best assist chapters with their recruitment efforts and provide new members with information about Student CEC, the committee collected pictures and video footage from Student CEC chapters. The Student CEC Membership Committee, chaired by Tamara Cowan (FL), with assistance from Scott Rossig (NJ), Student CEC Vice President of Committees, devised a framework for the footage.

To help underwrite the project, the Student CEC Membership Committee asked Jim LeFevre, the National Sales Director of Globe Fearon Educational Publisher for help. Globe Fearon generously provided Student CEC with $2,700 to assist with the video. As a result, *Student CEC Wants You* has been made available to chapters within the Student CEC network.

CEC congratulates these Student CEC members on their excellent product, resourcefulness, and hard work! ■

multicultural

Multicultural or Monocultural Education?

Christmas? Chanukah? Kwanza?

Many schools across our nation plan activities around Christmas and other "traditional" holidays. However, whose version is presented to our students—ours, theirs, or mine? The way we handle "traditional" holidays educationally can reveal ideals that fail to incorporate the cultural diversity in our classrooms.

A goal of multicultural education is to provide "education for freedom," i.e., help students develop knowledge, attitudes, and skills to participate in a democratic and free society. Multicultural education allows students to develop abilities and skills to cross ethnic and cultural boundaries and participate in other cultures.

Creating opportunities to bridge ethnic and cultural boundaries is a challenge to education professionals. But responding to that challenge ensures that diverse learning experiences are afforded. Some tips for crossing these boundaries :

- Make learning experiences meaningful by tapping students' prior knowledge.
- Become familiar with students' home experiences.
- Learn how students' "histories" intertwine with U.S. history.
- Avoid promoting a tourist curriculum, one that is presented in isolation of meaningful lessons—cultural learning experiences should extend beyond food, music, and dance.
- Involve students' parents in various learning experiences.
- Critically examine classroom materials—what story do they tell?
- Supplement your textbooks with material that explores and examines other points of view.
- Conduct comparative studies using supplemental materials.

Building a curriculum around various cultures' contributions is inclusive not exclusive, according to proponents of multicultural education. As demographics continue to change, education needs to reflect that shift, not just accommodate it.

Students possess rich, meaningful experiences that can enhance their learning situations. Failure to weave these experiences with "schooling" experiences shortchanges students' education. Educators who take advantage of the excellent opportunities that presently exist within diverse school settings create meaningful experiences for students to become effective leaders in a multicultural world. ■

canada cec

Best Practices for Transition

A Guide for Educators

CCEC is finalizing *Promoting Successful Transitions for Students with Special Needs*, a handbook of Canada's best transition planning and service delivery activities at the local level. The book provides practical tips educators can implement in their schools and classrooms as well as methods to involve community service agencies, businesses, parents, and the students themselves in transition policies and practices.

Drawn from interviews conducted as part of Canada's Transition and Progress for All in Rural areas (TAPAR) project, *Promoting Successful Transitions* presents the most comprehensive accounting of transition practices in the nation today. This valuable resource includes:

- First-hand accounts of transition practices in rural areas.
- Analysis of successful models of transition or "best practice" situations.
- Guides for individual transition plan development, student follow-up studies, and long range local program planning.
- Cross-country representation of transition practices.
- Resources for consultations on transition issues.
- Synopsis of the latest literature on successful transition programs.

While *Promoting Successful Transitions* focuses on the special needs of students with learning, behavioral, emotional, and social adjustment problems, the educational strategies apply equally to the full range of students with special needs. And the strategies and methods outlined can be applied to rural, urban, and suburban schools.

For more information, call Bill Gowling, 613/747-9226. ■

School-to-Work Transition

Life Centered Career Education

Regional Training
January 26–28, 1995

Tuition:
CEC Members $325
Nonmembers $360

"This is one of the best seminars I have ever attended. The presentations and materials were excellent. And I left with numerous ideas to use in the classroom."

On-Site Training Also Available—
1, 2, or 3 days.

Save 20% on LCCE materials ordered in conjunction with training activities.

Call for details.

800/224-6830.

Division Focus

CASE

The Council of Administrators of Special Education

Plan to attend the annual CASE Institute, February 15-17, 1995, in Clearwater, FL., which will focus on ADD/ADHD. Educational leaders will keep attendees abreast of cutting-edge research concerning ADD/ADHD and present practical information and teaching strategies that all teachers can adapt for their students. Registration deadline is January 15, 1995, and attendance is limited. Contact CASE Headquarters, 505/243-7622 for more information.

CCBD

The Council for Children with Behavioral Disorders

CCBD will hold a Working Forum on Violent and Aggressive Youth in Tampa, FL, on February 2-3, 1995. The Forum will provide opportunities to share ideas and strategies and network with your professional colleagues. Contact Lyndal Bullock, 2617 Picadilly Lane, Denton, TX 76201, 817/565-3583.

The Executive Committees of CCBD and CASE met in October to plan upcoming collaborative activities, including a joint statement of understanding concerning the "stay-put" initiatives. CCBD has invited members of the CASE executive council to present with CCBD's executive council members on discipline issues at the CCBD International Conference in October 1995.

CCBD has published highlights from Two Working Forums on Inclusion. This 2-part series describes how inclusive practices can work with students with difficult behavioral and emotional problems. Available in print or audio tapes. To order, call 800/CEC-READ.

CEC-DR

The Division for Research

CEC-DR provides numerous opportunities for members to access cutting edge research, including: *Exceptionality*, which features original research and reviews of research; *Focus*, a newsletter that highlights information about research grant opportunities, research, issues, and other timely information; and conferences and workshops. For example, CEC-DR will present a strand at CEC's annual convention, April 5-9, 1995, in Indianapolis, IN, and the Division recently co-sponsored the Teacher Educators of Children with Behavior Disorders Conference in Tempe, AZ.

Plus, CEC-DR gives members a variety of avenues to contribute to CEC-DR and add to their professional and personal growth, including:

- Networking and Professional Development at the CEC Convention in Indianapolis, IN, on April 5-9, 1995. Attend CEC-DR's exciting research sessions, which bring you the latest research findings and issues affecting the field.
- Publishing—Submit an article to the newsletter, *Focus, or* apply to become its editor.
- Participating—Nominate yourself or a colleague for one of the two CEC-DR board positions: secretary or vice-president. Nominations are currently being accepted.

For information, call Laurie deBettencourt, 910/334-5100.

CEC-PD

The CEC Pioneers Division

Learn how to develop oral histories for the CEC Archives, your Federation, or your own family! CEC Pioneer Rosemary Nagel's popular session, "Training Oral Historians," is now available on tape. This 1-hour abstract of Nagel's presentation at CEC's 1994 convention tells you how to secure interesting and detailed oral histories. For a copy, contact Robert Henderson, 807 South Maple, Urbana, IL 61801-4208, by email, bob-h@uiuc.edu, or call 217/333-0260. Cost $10.

DCCD

The Division for Children with Communication Disorders

Mary Ann Melizzi-Golja has been appointed DCCD's new Political Action Network (PAN) Coordinator. As Pan coordinator, Melizzi-Golja is DCCD's contact person for the Department of Public Policy at CEC Headquarters. Her responsibilities include attending meetings at Headquarters and the national convention and disseminating information regarding public policy affecting children and students with special communication needs to the DCCD Board and membership. You can contact Melizzi-Golja at 410/744-7381.

Look for the next issue of *JCCD* for an in-depth look at the following issues:

- Cost-effective newborn hearing screening using transient evoked otoacoustic emissions.
- Psychological needs of families with young children who are deaf.
- Knowledge and skills needed by all beginning teachers of students who are deaf or hard of hearing.
- Application of telecommunications to the teacher preparation process.
- The role of the National Association of State Directors of Special Education in the evolution of the Deaf Education Initiatives Project.

DEC

The Division for Early Childhood

The 1994 DEC International Conference, held October 5-9, 1994, in St. Louis, MO, focused on the theme "Into the 21st Century: Creating Inclusive Communities Together." The keynote addresses, "The Road to Independence," by Lara Parker and Missy Lohr, and "Keys to the Inclusion Highway," by Jeffrey Moyer, gave attendees insights into the different paths individuals with disabilities can take to success, as well as teaching strategies to help them make their way.

DEC also recognized many outstanding leaders in the field. Rose Engel, DEC's first president, proudly presented DCCD's first Rose C. Engel Award for Excellence in Professional Practice to Patricia B. Pratt. Other honorees included: Donald B. Bailey of the University of North Carolina received the DEC Service to the Field Award; Samuel Odom of Vanderbilt University, Nashville, TN, and Mary McLean of the University of North Dakota, the Merle B. Karnes Award for

Service to the Division; Merle B. Karnes of Urbana, IL, the President's Award of Merit; Jill Rae Reed of Logan, UT, the Kathleen W. McCartan Undergraduate Award for Excellence; Sarintha Buras Stricklin of New Orleans, LA, the DEC Graduate Student Award.

Next year's conference, "Broadening Realities: Valuing Diversity," will be held in Orlando, FL, on November 1-5, 1995. The Post Conference Workshop proposals are due December 31, 1994, and all other proposals are due January 9, 1995.

DISES

The Division of International Special Education and Services

DISES encourages all CEC members to contribute to and join in CEC's expanding role throughout the world. In addition to organizing several international sessions at each annual CEC convention, DISES publishes a newsletter 3 times a year. Any CEC member who knows of forthcoming international special education meetings or who has been involved in some special education activity abroad is invited to submit information or a brief report of the activity to the DISES Newsletter editors, Bob Henderson or Lisa Dieker: 1310 South Sixth, Champaign, IL 61820; FAX 217/333-6555 or email: bob-h@uiuc.edu or dieker@csd.uwm.edu.

The DISES-Baltics Consortium has also been active this fall. The St. Petersburg, Russian Federation sponsored the:

- Project on Hearing Impairment
- Lecture Series on Early Intervention/Children with Disabilities or At Risk
- Two-Year Plan for Parent Leadership Development.

All three events were well-received and covered widely in the media.

In addition, the Ministry of Education of the Russian Federation sponsored a seminar for Russian higher education institutions on learning disabilities and strategies for inclusion.

MRDD

The Division on Mental Retardation and Developmental Disabilities

Back by popular demand! MRDD's best selling books, *Social Skills* and *Best Practices*, will soon be back in print! *Social Skills*, which is being reprinted, will be available shortly. The new, revised edition of *Best Practices* will be released in the near future. For more information, contact Allen Huang, 303/351-2691.

TED

The Teacher Education Division

Attendees at TED's 17th Annual Conference, "Special Education Personnel Supply: Issues of Quality and Quantity," combined four sunny, balmy days in San Diego with a cutting-edge conference that highlighted key issues in teacher education.

Just a few of the issues addressed included educational reform, promoting greater diversity, collaboration, early childhood, and other important topics. In addition, participants learned the latest advances in educational technology and about opportunities to develop and refine their professional skills.

By all accounts, this was one of TED's most successful conferences. To stay abreast of further developments in teacher preparation programs—developments that can affect your faculty and/or your career—contact TED, 513/556-3766.

Alert!! Deadline for the December issue of CEC Today is December 9, 1994!! Make sure everyone knows your latest Division News !

1994: An Exceptional Year *from page 1*

recommendations on the reauthorization of IDEA, which served as a catalyst for the general and special education communities.

CEC also worked to influence and pass legislation in 5 major areas:

- Goals 2000—To ensure students with disabilities are included in achievement and assessment standards and experts on disabilities are included in state and local panels.
- School to Work—To ensure students with disabilities are provided with necessary accommodations to be fully included in school and the work place and have opportunities to pursue their goals.
- IDEA—To strengthen services to students with exceptionalities and to increase effectiveness of professional development programs for teachers of special education.
- ESEA—To retain the Jacob K. Javits Gifted and Talented Students Education Act in the bill and ensure that collaborative activities between general and special education teachers be specifically addressed as a provision within professional development.
- Appropriations—To increase funds to special education across the board.

And, CEC developed its *Special Education Advocacy Handbook*, which provides guidance on changing public policy, working with coalitions, understanding legislation and regulatory processes, and accessing media.

Professional Development

- CEC's on-site and regional training activities provided professional development support for: inclusive schools, transition, ADD, and educating gifted students.
- CEC responded to more than 15,000 requests for information including approximately 9,600 addressed by the

continued on page 15

Name Your Preference!

Which products would you like to see added to our CEC logo product line, and how much would you be willing to spend?

______32 oz. Water Bottle, $6

______16 oz. Water Bottle, $5

______14" Balloons, blue with white imprint (package of 10) $4

______14" Balloons, 5 primary colors (package of 10.) $4.50

______Tri-ring Key Holder, $1.25

______Vinyl Key Tag with Pull Apart Snap, $3.50

______Pen/Highlighter Combination $1.50

______New T Shirt Design, $16

______New Sweat Shirt Design, $28

______Car Sun Shade, $4.80

______3 1/2" Note Cube, $7.00

Please return to *CEC Today*, 1920 Association Drive, Reston, VA 22091-1589,
or
FAX 703/264-1637

The Technological Edge

BY J. EMMETT GARDNER

What's "new" in technology is not always what's hot off the production line—it's the discovery of new and creative ways teachers use technology to deliver instruction to students with disabilities through powerful and effective techniques!

Using a Digital Camera to Enhance Written and Oral Expression

The digital camera—a camera that takes pictures on a disk—gives educators a tool that serves as a natural springboard for written and oral expression for students of all levels and abilities, as well as a device to incorporate personal photographs into term papers and projects.

With a digital camera, teachers have at their fingertips a lightweight, portable device that can stimulate students' curiosity, creativity, and productivity in a matter of minutes!

A Picture is Worth a Thousand Words

Teachers often rely on their students' background knowledge and/or experiences to motivate written and oral expression in reluctant communicators. Many programs, such as The Children's Writing & Publishing Center (The Learning Company) or Kid Works II (Davidson), give students the opportunity to combine text and pictures/illustrations.

Digital cameras can be used to take pictures of a student's family members, best friend, favorite pet, and home. The images are downloaded into the computer program and placed on separate pages. Page one displays the student's home, and the student types in the area designated, "I live at 1234 S. Carolina Ave." Then the student composes a one- or two-sentence statement for each family member, such as: "My mom's name is Cheryl. She likes computers."

The student's "Family Digest" is then displayed to classmates via a computer Kiosk and/or printed in book format, which students can add to the class library, share with classmates, or take home.

Another innovative use of these cameras involves having students take digital pictures of themselves. The students then chose an animal they thought they were most like. The image of each student and animal were imported into a program called Morph (Gryphon).

Each student wrote a short poem/essay describing why they were like their animal. During a school open-house, each student stood next to a large-screen computer monitor and read their poem. As each spoke, the computer screen displayed his or her face, which slowly transformed into the animal the student selected to represent himself.

Digital cameras significantly reduce the time between snapshot to image downloading and also provide flexibility not attainable with taking/gathering regular pictures. The downloaded picture can be cropped, reduced or expanded, and edited in creative and innovative ways that are impossible using film photos.

These factors give teachers unlimited opportunities to generate educational projects that excite and stimulate students, while giving students a creative and alternative way to express themselves.

Camera Information

Apple QuickTake

- Holds up to eight color pictures at high resolution or 32 pictures at standard resolution.
- Includes cable/software that imports images into Macintosh or Window-based software programs.
- Cost: approximately $700.
- Information: Apple Computer, 800/767-275.

LogicTech FotoMan Plus

- Holds up to 32 black and white pictures.
- Includes cable/software to import images into Macintosh or Windows-based software programs.
- Cost: approximately $700.
- Information: LogicTech, 800/231-7717. ■

If you have an example of a technology application, software, and/or topic you'd like to see mentioned in this column, please send your ideas to Jim Gardner, c/o CEC Today, or send him an e-mail at the following address: Jgardner@UOKNOR.EDU.

J. Emmett Gardner, a member of CEC's Technology and Media Division, is a professor at the University of Oklahoma.

Inclusive Schools Institute
Building Partnerships for Diversity

NEW! Regional Event

Coming soon to your area!
Dallas, Texas February 16-18, 1995

Preregistration Tuition: Member: $189, Nonmember: $229
On-Site Tuition: Member: $228, Nonmember: $278
Materials: $35

Call Now! 800/224-6830

FREE Tuition for Your 5th Team Member! Call for details.
Ask About the ADD Workshop!

CEC

Safe Schools *from page 1*

cused on special education students, used extensive collaboration, innovative problem-solving approaches, crises control, and multiple intervention strategies to achieve safe learning environments.

Behavior Intervention Program
Albuquerque, NM

This program, which focuses on students with severe emotional and behavior problems, integrates a system of rewards and consequences, supervision, and comprehensive support services. Major components of the program include:

- Zero tolerance for physical aggression or drugs.
- A totally supervised, safe environment, which removes the need for aggressive behavior.
- Hierarchy of Consequences—Inappropriate behavior results in isolation, in-school suspension, etc. This is balanced with rewards: earned points for fun, end of the period activities, swimming, field trips.
- Experiential Training—Teaches problem-solving, trust, and cooperation. Wilderness experiences (much like Outward Bound) include entire families.
- Mainstreaming—Students are integrated into as many "regular" activities as possible.
- Speech Pathologist—Teaches students how to communicate their needs and feelings in acceptable ways.
- Occupational Therapist—Helps students develop motor skills so they can participate in typical school activities.
- Adaptive Physical Education Teaches students how to cooperate and have fun through team sports.
- Clinical Psychologist—Conducts group therapy in each classroom.
- Social Workers—Work with students on an individual basis.

Coping with Violence
Queens, NY

This program focuses on developing prevention and intervention strategies that respond to the increased levels of school violence. The program integrates general and special education staff to develop goals for all students. Effective techniques include:

- Peer Mediation—Student peers mediate conflicts under the guidance of a trained staff member.
- Crises Response—Minimizes the impact of crises: When a student was shot, Peer Mediation Coordinators met students at the door to help them cope.
- Case Conferencing Model—Special and general educators collectively resolve problems, providing a model for the students to emulate to resolve conflicts.
- Integrated Guidance Program—Identifies basic guidance competencies for all service providers. The approaches must reflect the entire school population, including special education students, minorities, etc.
- Multiple intervention strategies and programs to effect change.

Learn more about exciting programs such as these at CEC's Annual Convention, April 5-9, 1995, in Indianapolis, IN. For information, call 800/224-6830. ■

Resources

Alcohol and Other Drugs: Use, Abuse, and Disabilities
Examines who is at risk for drug and alcohol abuse and describes how community-based efforts can reduce the risk. CEC/ERIC #P358 $6.25

Programming for Aggressive and Violent Students
Describes how collaborative approaches can be used to address the achievement and social needs of students who are aggressive and/or violent. CEC/ERIC #P350, $6.25.

Conduct Disorders and Social Maladjustments: Policies, Politics, and Programming
A resource to help you decide whether or not a student with behavioral disorders is eligible for special education. #P338, $6.25.

Reducing Undesirable Behaviors
Describes a continuum of strategies from changing environmental factors to the use of corporal punishment for minimizing undesirable behavior. #P342, $6.25.

CLIP AND SAVE THIS INFORMATION

TAKE IT FOR *granted*

Children's Mental Health Services, PA 94-094: The National Institute of Mental Health will fund investigator-initiated research grant applications on the effectiveness of mental health services provided to children, adolescents, and their families under the Substance Abuse and Mental Health Services Administration's community mental health services program initiative. Eligibility: Foreign and domestic public and private for-profit and nonprofit institutions. Deadline: February 1, 1995 and June 1, 1995. Call Kimberly Hoagwood, 301/443-4233.

Rehabilitation Worker Training: A series of grants to improve the skills of rehabilitation professionals and encourage people to enter the field. Application kits available in mid-November. Deadline: January 30, 1995. Call Beverly Steburg, 202/205-9817.

Networking Infrastructure—National Science Foundation will fund projects to bring interactive technologies to the classroom. Eligibility: Partnerships of school districts, higher education groups, and corporations. Deadline, February 15, 1995, for pre-proposals; April 1, 1995, for full proposals. Applications of Advanced Technology Education, Education and Human Resources Directorate, National Science Foundation, 4201 Wilson Blvd., #855, Arlington, VA 22230. 703/306-1651.

Learning Disabilities—The National Institutes of Health are inviting applications for specialized research center grants to develop new knowledge to define, identify, prevent, and treat children's learning disabilities. Eligibility: Domestic public and private for-profit and nonprofit institutions. Deadline: February 14, 1995. G. Reid Lyon, Center for Research for Mothers and Children, National Institute of Child Health and Human Development, 6100 Bldg., Room 4B05, Bethesda, MD 20892. 301/496-6591. Refer to RFA HD-95-005.

A Grandfather's Perspective...

A Child with a Disability Is Born into Our Family

At 7:30 p.m., July 28, 1993, my very excited son-in-law called to inform us that he and our daughter had just become the proud parents of their first child. The 6 1/2 lb., blond-haired, blue-eyed baby boy appeared a month early, but he had the requisite 10 fingers, 10 toes, and healthy lungs. Nurses had whisked him to the nursery, but this didn't seem strange since he was premature.

The next morning we received very different call from our daughter and son-in-law—their baby appeared to have Down syndrome.

My first reaction was total numbness. Then shock waves and anger raged through my mind and body. Why would God permit this to happen to our daughter? I hurt so deeply I felt weak.

Our first thoughts centered on our daughter. My mind traveled back to the days when she was a little blond with a pony tail bouncing on my knee—we could protect her then. How could we help her now? Comforting her over the telephone was difficult, if not impossible. And what words could I say?

For 35 years I served as a special education professional, much of the time as a Director of Special Education of a large school district. I had worked with parents of children with disabilities and tried to empathize. Now I could truly understand—and know—their feelings.

Two days later my wife and I met our grandson, Jordan. There was little doubt he had Down syndrome.

Feelings of emptiness, anger, frustration, and fear vied for supremacy during those first few days. Exhaustion took its toll. But it was the helplessness that was devastating.

But my daughter and her husband held desperately to their hopes while we waited for the results of the chromosome test....It was positive. My daughter and son-in-law lost their hopes. My wife and I had our fears confirmed.

Several days later I heard my daughter proclaim,

"We've done our crying. Now we have to move on."

My wife and I were proud of her and her husband. And we took her advice. I contacted friends who were special education professionals who directed us to services that would help our daughter and her son.

One friend, a pediatrician and genetics specialist, was particularly helpful. He explained that grandparents often have more difficulty dealing with this type of situation than the child's parents. The grandparents bear a double burden, hurting for their own child as well as their grandchild.

As time moves on, each day brings more acceptance. Our new grandchild and his parents are receiving early childhood education services. We keep in touch through numerous long distance phone calls—and we baby sit when possible.

We are learning the role grandparents can play in this situation. Certainly, support of the child's parents is first. Since children with disabilities often require more services from the medical field than nondisabled children, grandparents can often provide some financial assistance. They can also provide the emotional support and love their children have come to know and trust. And they can show their children that they love and accept their grandchild.

Finally, grandparents need to give their children time to work through the grief in their own private lives.

In addition, grandparents and other family members must learn how to treat a child with a disability. Most important, they must treat that child just as they would any other grandchild, giving him or her the same amount of attention and gifts as other children in the family. The child with a disability should become "just another member of the family."

Jordan is 1 1/2 years old now. He's definitely "part of the family"—one of 7 grandchildren—and I eagerly await the day when he and I can play, take a walk, and just have fun together. ■

Don Sherrill, member of CEC Chapter #168, has spent many happy hours babysitting Jordan. Sherrill and Jordan are eagerly awaiting the birth of Jordan's new brother or sister.

CEC honor roll

Ronald E. Dyer, principal of Sterling Elementary School member of CEC Chapter #192, and **Patricia Lynn**, principal of Independence Elementary School and member of CEC's Virginia Federation, received the Washington Post Distinguished Educational Leadership Awards.

Eunice Schwartz, 6th grade teacher at Lime Kiln Elementary School and member of CEC Chapter #165, was nominated for the New York Teacher of the Year Award.

Susan Easterbrooks, professor at Jacksonville State University and member of CEC Chapter #144, has been selected by the National Board for Professional Teaching Standards Board to serve as a member of the Board's Professional Teaching Standards Exceptional Needs Committee.

Send news of CEC members who are making the news in special education to *CEC Today*, 1920 Association Dr., Reston, VA 22190-1589, FAX: 703/264-1637, or lyndav@cec.sped.org

Resources for Parents and Families of Children with Disabilities

Numerous resources exist for families of children with disabilities. Associations for specific disabilities can direct family members to appropriate medical and educational agencies. Association information can be obtained from the ERIC Clearinghouse on Disabilities and Gifted Education, 800/328-0272.

Other suggestions include:

- Ask for the source of information when friends and acquaintances give you "facts" about a disability. A lot of misinformation concerning disabilities still exists.
- Remember that good parenting and stimulation are just as important, if not more important, for children with disabilities.
- Make sure the child gets a good medical check-up immediately. Some additional medical problems are common to certain types of disabilities.
- Call your school district, agencies, and/or social services to learn what services are available for your child. Often physical therapy, occupational therapy, speech therapy, and/or preschool training can begin immediately.
- Check with your insurance agency to learn what services are covered.
- Attend a support group. They can give parents and other family members practical advice and resources, as well as emotional support. ■

CEC will present several sessions for families of children with disabilities at the CEC Convention, April 5-9, 1995, at Indianapolis, IN.

Race to the Electronic Age with ERIC

The National ERIC Technical meeting, held recently in Alexandria, VA, exemplified this year's theme, "Racing into the Electronic Age: the ERIC Information System."

Representatives from the 16 ERIC Clearinghouses, including the ERIC Clearinghouse on Disabled and Gifted Education housed at CEC, exchanged news and creative ways to use technology to support instruction.

One project educators can adapt for their classroom involved developing a space simulation center. Students worked collaboratively with other classes throughout the U.S. to plan a "Marsville" colony, conducting much of their research with Internet resources such as the ERIC database.

Another exciting project dealt with ecology. Again, the pupils used Internet sources and collaborated with students throughout the world to conduct their research.

During both projects, the students "spoke with" NASA and other scientists to help them solve difficult problems.

This creative use of resources promoted the transition from classroom instruction to one in which students constructed their own knowledge, using ERIC and Internet sources as a bridge. Any teacher can develop similar activities to stimulate learning and enthusiasm in her or his classroom. ■

GLB Caucus Forms

The new Gay-Lesbian-Bisexual (GLB) Caucus undertakes projects that academically, socially, and emotionally support exceptional GLB students, GLB special educators and parents, teachers, and peers of exceptional GLB students. For more information, contact Terry Friedrichs, 2045 Christensen Ave., #141, West St. Paul, MN 55118 or call 612/455-1160. ■

EXTRA credi

ADD Bulletin Board—CH.A.D.D., the support group for parents of children with attention deficit disorder, has an electronic bulletin board and database of information available to subscribers of CompuServ. On-Line offers information on diagnosing and treating individuals with ADD, managing behaviors at home and school, and legal issues. For information about CH.A.D.D., call 305/587-3700. For information about "On-Line," call Herb Meyer, 212/724-9699.

LINCS—The Family Resource Center for Children with Special Needs provides free electronic bulletin board service for parents of children with special needs and professionals who serve them. Provides local and national resource directory, information files, and electronic mail. No on-line or registration fees. Call 408/727-5775.

Nominations for the 1995 Kennedy International Prizes in Mental Retardation—For individuals, groups, or organizations who improve the lives of persons with retardation. Deadline: January 1, 1995. International Awards, Joseph P. Kennedy Jr. Foundation, 1350 New York Ave., NW, #500, Washington, DC 20005-4709.

FREE Videos—Teachers, librarians, and media specialists can receive videos and educational materials on a variety of subjects on a permanent loan basis. Teachers can request specific titles or indicate subject areas. Register with Video Placement Worldwide's classroom information network. VPW, PO Box 58142, St. Petersburg, FL 33715 or FAX, 800/358-5218.

Software to Track and Work with Students with Disabilities—Template with tables you can customize for your institution to document and follow up with students over time. Also includes built-in management/administrative reports and retrieve data option. Uses PARADOX v4.5 DOS. Video demonstrating software also available. For copies of software and video, contact your Regional Resource Center after January 1, 1995.

Letters to the Editor

The following letter is in response to CEC Today's editorial on The Ethic of Care in Special Education Administration.

Administrative positions are often filled by persons from outside the school system. There are 3 women administrators (out of about 10 administrative positions), all of whom were hired from without. Thus, no one is really encouraged to apply for administrative positions. I know of at least one man who has quit applying because he knows they'll hire someone from out of the district.

This practice has resulted in low morale and high turnover among administrators. Those hired from out of district rarely stay more than 3 or 4 years.

Alanna Mozzer
Easthampton, Maine
MA Federation

Clip and Mail

Send us Your Input...

Send us your input on the following questions and/or written comments to *CEC Today*, 1920 Association Drive, Reston, VA 22091-1589. FAX 703/264-1637.

Should the full text of CEC's journals be made available electronically through as many sources as possible?

___Yes ___No

Would you chose an electronic version of *Exceptional Children* rather than the print version?

___Yes ___No

Would you chose an electronic version of *TEC* rather than the print version?

___Yes ___No

Which on-line resources do you access most frequently?

____

____

Electronic Publishing

Ready or Not—Here It Comes

BY JEAN N. BOSTON

Companies that provide libraries with the electronic reference resources that patrons use to search for documents are bombarding journal and magazine publishers with requests to permit them to offer full-text versions of articles. Hardly a week goes by without receiving a letter urging CEC to consider adding *Exceptional Children* or *TEACHING Exceptional Children* to the growing list of electronically available full text publications.

Education Index, published by The H.W. Wilson Company, has signed full-text contracts with *American Journal on Mental Retardation*, *Journal of Special Education*, *Learning Disabilities Quarterly*, and *Journal of Visual Impairment and Blindness*, to name just a few. In addition to library use, the whole home-use arena with Internet, America-On-Line, Compuserve, etc. provides online options for full article delivery.

The Pros and Cons of Electronic Publishing

According to account representatives from these companies, library patrons are more likely to use information that is just a keystroke away than they are to go to the shelves for the real thing. A number of colleges and universities are moving toward totally electronic libraries. In spite of the fact that current document retrieval systems are limited to text only (no graphics or photos), there is apparently an eager public wanting this option.

However, there are a few problems that publishers are just beginning to recognize and grapple with, for example:

- Do author agreements give us the authority to do this?
- Will regular subscriptions suffer?
- What about an article's graphics elements?
- How will royalty income from reprint permissions be affected?
- How will use be accounted for when royalties are based on use?
- What should be done about sections of articles reprinted from other sources that required permission to reprint in the first place?

Should CEC Join the Electronic Movement?

CEC has joined a coalition of more than a dozen other education associations to come up with answers to these and other pressing questions of the electronic age. In the months ahead we will examine author permission forms, copyright guidelines, and royalty schedules. We are also considering developing standard guidelines for entering into agreements with reference products companies that can be tailored by each association to meet its own needs.

Several education associations in the coalition are exploring the possibility of publishing electronic versions of their journals themselves. CEC is also interested in examining this possibility, but first we need to know the level of interest of our members and the best way to make such alternative publications available.

CEC's Strategic Plan includes asking our members where they are, vis-a-vis electronic publishing, so CEC can make the best decisions for future publication options. Prior to conducting a more formal survey, we would appreciate hearing your viewpoint on this issue. ■

Viewpoint reflects the opinions of individuals. Your comments are welcome!

Jean Boston, CEC's Director of Publications, joined CEC Headquarters staff in 1972. Keeping abreast of the times, as reflected both in the content and delivery of information, has always been one of her strongest priorities.

1994: Exceptional Year *from page 9*

ERIC Clearinghouse on Disabilities and Gifted Education and 4,000 by the Clearinghouse for Professions in Special Education.

- CEC published *Standards for Professional Practice in Special Education*, a convenient reference for those interested in recommended standards, knowledge and skills.
- CEC collaborated with nine other major education associations to sponsor a Working Forum on Inclusive Schools, which identified what local schools are doing to make inclusion work. *Creating Schools for All Our Students* reports the outcome of that forum.
- CEC's National Training Program for Gifted Education sponsored a symposium on Gifted Education and School Reform at which the two groups explored common concerns and avenues for working in harmony. A book and video documenting the outcomes of this symposium will be available in January.

Member Services

- CEC launched *CEC Today*, our monthly lifeline to members.
- CEC joined the Internet, increasing access to Headquarters staff.
- CEC provided easy access to its policies in the new document, *CEC Policies for Delivery of Services to Exceptional Children*.
- CEC's 1994 Convention in Denver was attended by 5,487 participants, making it the largest convention in 5 years.

Multicultural

- CEC sponsored a Multicultural Summit at the Denver 1994 Convention, making it one of the first national education associations to recognize the need to air issues of diversity in a large open forum.
- CEC's Symposium on Multicultural Exceptional Learners, cosponsored with DDEL, featured seminars aimed at eliminating barriers and developing more effective instruction and curriculum. ■

How Are We Doing?

To ensure *CEC Today* meets your needs and to help us report to the Board of Governors the usefulness of *CEC Today*, please complete this survey and return to:

CEC Today
1920 Association Drive
Reston, VA 22091-1589
or FAX: 703/264-1637.

1. Which articles/sections do you like best?
(Rank each section on a scale of 1-5, 5= very beneficial, 1=least beneficial)

_____Advocacy in Action
_____Member-to-Member
_____CEC Member Benefits
_____CEC Student Spotlight
_____Professional Advancement
_____Viewpoint
_____Division Focus

2. How much time do you spend reading *CEC Today*?

15-20 minutes 20-30 minutes 30-40 minutes

3. How important is *CEC Today* as a member benefit?

_____Very important
_____Important
_____Somewhat important
_____Not important

4. Are articles you are interested in easy to find?

Very Easy Easy Somewhat Easy Difficult

5. How often do you read *CEC Today*?

Every Issue Usually Occasionally

6. How many people do you share *CEC Today*, which is not copyrighted, with?

3-5 5-10 More than 10

7. In future issues, I would like to see more about...

8. Suggestions for improvement....

9. The following best describes my primary professional activity:

_____Administrator
_____Special Educator
_____Parent
_____Higher Education
_____Other_______________
_____Paraprofessional
_____General Educator
_____Student
_____Related Services

CALENDAR OF CEC *events*

december

December 2-3, 1994
The Canadian Council for Exceptional Children and The Canadian Association of Principals Conference, "Promoting Successful Transitions: From School to Work to Adult Life," A Series of Regional Symposiums, Victoria Inn, Stratford, ON Call, Cheryl Zinszer, 519/291-2380

january

January 26–28, 1995
LCCE Regional Training, Holiday Inn Vanderbilt, Nashville, TN. For preregistration information call CEC: 800/224-6830. For hotel reservations call the Holiday Inn Vanderbilt, 800/777-5871; 615/327-4707

february

February 2–3, 1995
CCBD Forum on Working with Children and Youth Who Have Aggressive and Violent Behaviors, Tampa Airport Marriot Hotel, Tampa, FL. Call, Lyndal Bullock, 817/565-3583

February 2-3, 1995
Arizona Federation Conference, Holiday Inn Corporate Center, Phoenix, AZ. Contact: Teri Renfro, 1818 N. 87th Way, Scottsdale, AZ 85257, 602/423-3240 (Monday & Tuesday), 602/443-7840 (Wednesday & Thursday)

February 15-17, 1995
CASE Institute: Students with ADD/ADHD Clearwater, FL. Registration deadline: January 15, 1995. Call, Jo Thomason, 505/243-7622

February 16, 1995
ADD Workshop, The Adolphus, Dallas, TX. For registration information call CEC, 800/224-6830. For hotel reservations call The Adolphus, 800/221-9083; 214/742-8200

February 16-18, 1995
Institute on Inclusive Schools, The Adolphus, Dallas, TX. For registration information call CEC, 800/224-6830. For hotel reservations call The Adolphus, 800/221-9083; 214/742-8200

February 17-19, 1995
California State CEC Federation, 44th Annual Conference "Connecting Links in Education," a topical conference on inclusive schools, Red Lion Inn, Sacramento, CA. Call, Helen Baldwin, Program Chair, 510/676-9234

march

March 2-4, 1995
"Fourth Annual Florida Assistive Technology Impact Conference." Orange County Convention Center, Orlando, FL. Co-sponsored by FATIC and the Technology and Media Division. Call, L. Jeffrey Fitterman, 813/872-5281

March 3-4, 1995
Colorado Federation, "Courage to Risk," Broadmoor Hotel, Colorado Springs, CO Call, Lewis Jackson, 303/351-2691

March 23-25, 1995
Missouri Federation, Springfield, MO. Sculpting the Future, University Plaza Conference Center. Call, Terri Chasteen 417/833-0442

March 27-29, 1995
15th Annual Super Conference on Special Education, Co-sponsored by Louisiana Department of Education and Louisiana Federation, Baton Rouge, LA. Call, Patricia Morris 504/522- 8408 or 504/286-4751

april

April 5-9, 1995
CEC Annual Convention, Racing to Excellence. Racing to Excellence, Indianapolis, IN. Call CEC, 1920 Association Drive, Reston, VA 22091; 703/620-3660.

THE COUNCIL FOR EXCEPTIONAL CHILDREN
1920 Association Drive
Reston, VA 22091-1589

NONPROFIT
ORGANIZATION
U.S. POSTAGE
PAID
RICHMOND, VA
PERMIT NO. 930

Be at the starting line at Indy! April 5–9, 1995.

CEC today

EXCLUSIVELY FOR MEMBERS OF THE COUNCIL FOR EXCEPTIONAL CHILDREN

VOL. 1 NO. 9
JANUARY 1995

CEC Fights to Include Special Education in Assessment

Special education may be facing its biggest challenge since the passage of Public Law 94-142. Goals 2000 and the education reform movement have pushed state and local school districts to prove that students are meeting superior educational standards. This movement has spurred new interest in creating high standards for schools and subject areas, as well as pressured schools to show high outcomes on standardized tests.

However, in the drive to improve educational standards, special educators are concerned that the needs of students with exceptionalities will be overlooked when content area standards are determined and that special education students will be excluded from standardized assessments.

CEC is working to ensure special education is represented in all aspects of the reform movement. CEC maintains that content standards should apply to all students, but that performance standards must be appropriate for individual students, according to Nancy Safer, CEC's Interim Executive Director.

Furthermore, all students should be tested for performance, Safer says. If a special education student needs special accommodations for standardized tests, or if he or she should participate in another testing technique such as performance-based testing, that should be included in the child's Individualized Education Program (IEP), Safer explained.

Through intense lobbying efforts, CEC has successfully persuaded the U.S. Department of Education (ED) to 1) include special education experts in its programs to develop and implement subject-area content standards and 2) to consider *all* students—including those with disabilities—when developing content standards. CEC has also reviewed and critiqued new subject area standards for mathematics and physical education.

In addition to these efforts, CEC has worked through its divisions and federations to ensure special education is represented at state and local standard-setting efforts. As education reform gains momentum, CEC urges you to add to these initiatives by working

Fewer than 25% of students with disabilities participate in achievement tests.

Continues on page 10

Change in Special Education Funding Proposed

Most special educators are all too familiar with that time of year when we must turn in an accurate count of how many special education students we have in our classes—the count that determines how much money our state will receive from Washington for special education.

But the "head count" formula, initiated by the Individuals with Disabilities Education Act (IDEA), is being challenged. Two recent reports disclose their findings on head count funding (the current formula by which states receive funds based on the number of students receiving special education services) vs. population-based funding, in which states receive funds according to the number of students ages 3-21 in the state.

The Department of Education (ED) has declined to recommend one funding formula over the other, stating the issue needed further study. ED is expected to release its recommendations for changes to IDEA early next year. In

Continues on page 7

inside

104th Congress 4

Who Me? Student CEC Executive Committee 6

Build a Successful School/ Community Partnership 14

Assessment Items to Discuss with the Media and Others

Content standard should be broad: they should include functional, life skill domains, social and behavioral domains, etc., as well as academics.

Content standards should reflect the diversity of populations served, including students with disabilities.

Content standards should provide a diversity of teaching methods and material.

While the availability of high content standards are vital for all learners, performance standards may be individualized and differentiated for each student's ability and educational needs.

Special Education in the Popular Press

Many parents—and nonparents—are learning about special education issues from the popular press. Special educators can take an active role in ensuring accurate information is reported. By following the steps outlined below and, if needed, responding to biased or inaccurate information with a letter to the editor, educators can ensure that special education gets the credit and support it deserves.

How to Evaluate Articles about Special Education and Students with Disabilities

Read the article and categorize it according to its major focus or content as:

- General information
- Personal Experience
- Research

Note its overall "flavor."

- Is it generally informative and positive?
- Is it critical in tone?
- Does it appear biased toward one perspective?

What is the overall message communicated through this article?

Adapted from "Learning Disabilities in the Popular Press: Suggestions for Educators," TEACHING Exceptional Children, Spring 1995

You Can Put Special Education in the Spotlight!

What's Your Public Relations grade?

1. Do you share *CEC Today*, *TEACHING Exceptional Children*, or *Exceptional Children* with colleagues, parents, paraprofessionals, or others?

___Yes ___No

2. Do you bring non-CEC members to chapter/federation meetings?

___Yes ___No

3. Are you familiar with your profession's policies and/or standards?

___Yes ___No

4. Do you send letters to the editor in response to articles about individuals with exceptionalities?

___Yes ___No

5. Have you referred colleagues for membership in CEC?

___Yes ___No

CEC's Public Relations Network...

If you answered yes to any of the above questions, you are already part of CEC's public relations network. You can further participate in raising special education's visibility—and CEC activities—in many exciting and easy ways.

Effective public relations is critical to the success of CEC's mission, our organizational endeavors, the field of special education, and ultimately to the children, youth, and young adults we serve.

The public is barraged with distorted facts and stories of failure and fraud—significantly threatening resources and conditions necessary for effective practice. We are increasingly called upon to defend the "the high cost of special education services," or the way we provide services to help students succeed.

And, our voices are absent from local general education communications.

CEC, as your professional organization, can help you lead the way in educating and empowering others to speak of our successes to the media.

Step 1. Learn About and Use CEC Public Relations Tools...

As part of CEC's strategic plan, we have developed a number of tools to help you with public relations efforts in your community to:

- Improve educational outcomes for children, youth, and young adults with exceptionalities.
- Increase the understanding and appreciation of special educators.
- Increase recruitment into the special education profession.
- Increase CEC membership.

Here's a sample of resources you can use.

To encourage readers to use, duplicate, and disseminate information found in the newsletter, *CEC Today* is not copyrighted. Use this tool for a quick, easy way to share information with administrators, teachers, parents, and local media.

CEC Policies for Delivery of Services to Exceptional Children, available through the publications department, can be used to help you document and reinforce CEC's positions on a wide variety of issues including:

- Delivering Appropriate Education.
- Coordinating Responsibilities with Government and Community.
- School Attendance and Discipline.
- Early Childhood.
- Inclusive Schools and Community Settings.
- Testing.
- Career Education and Transition.
- Ethnic and Multicultural Concerns.
- Gifted Education.
- Health Care, and more.

CEC's Department of Public Policy (DPP) provides copies of recent congressional testimony, Political Action Network *Alerts*, and CEC's annual policy and budget book for up-to-date information on national policy that impacts local issues. Call CEC's DPP, 703/264-9498, for the name of your PAN coordinator, who can supply you with *PAN Alerts*.

The National Clearinghouse for Professions in Special Education has a new brochure outlining its services. It also provides posters and brochures to those involved in recruiting future special educators. Call 703/264-9476.

- **Newsletters**: Newsletters from CEC divisions, federations, and chapters can generate additional visibility and educate key audiences and media people.
- **Membership Drive**: Look for information on CEC's new membership drive in the next issue of *CEC Today*.

Step 2. Target Your Audience...

Anyone you come into contact with, including your students, can participate in your public relations efforts.

Determine who can improve educational outcomes for individuals with exceptionalities most effectively and tailor your efforts to them. What do they read? Where do they get information? Who are the newsletter editors of your school's/district's publications—general, special, bilingual, vocational education, and other educator/ parent communications? What education and advocacy agencies send out newsletters in your area? Is there an electronic bulletin board your audience accesses?

Step 3. Select the Vehicle...

- **Letters to the Editor**: Send a letter to the editor—quoting a relevant CEC policy. Provide the media with your thoughts on that article about disabilities and/or giftedness. When an important issue is overlooked, give them CEC's response.
- **Articles or Columns**: Author a periodic column for one of the many newsletters that go to your local educators or parents—mention the next CEC chapter or federation meeting date and time. Recruit other writers to publish about issues in special education.
- **Press Releases**: Put the most important information up-front. Editors cut from the bottom as space allows.
- **Newsletters/CEC Resources**: Copy and disseminate articles of interest in *CEC Today*. Share your latest *TEACHING Exceptional Children*, *Exceptional Children*, and other CEC resources with your colleagues.
- **Your School's/District's Communications Liaison**: Contact your school or district's communications liaison(s). Keep them apprised of your successes, CEC Chapter meetings, and resources.
- **Speakers' Bureau**: Develop a Speakers' Bureau. Talk to students and colleagues about what you do every day. Utilize the Speakers' Bureau as part of your community outreach program.
- **Other Communications Tools** Speeches, presentations, conferences, meetings, public service announcements, press conferences, and special events, including exhibits, student performances, fairs, and auctions can be pulled from your public relations tool box.

Step 4. Provide the Expert View, Solution, and Success Story.

By amplifying your affiliation with a large international association or leaders in special education—CEC—your own credibility is enhanced.

Increase your effort's power by telling colleagues, parents and the press that you are part of the oldest, largest, and strongest national organization dedicated to improving educational outcomes for children, youth, and young adults with disabilities and/or who are gifted.

Send articles and press releases, provide solutions, and portray success to your targeted audience.

Step 5: Always Include a Call to Action

Think about what you want the action or response to be. End your communication, speech, article, press release with information on how to get more information, who to contact, whether they can distribute the piece, etc.

Send information on your successful PR efforts to: Cindy C. Fox, The Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091, or cindyf@cec.sped.org

Step 6: Help CEC Develop an International PR Network....

Join our PR Network! Send us your name, address, telephone and fax number.

We are also looking for names and addresses of former, current, and/or potential CECers who are reporters, journalists or freelance writers who cover our issues. ■

inside

JANUARY 1995 VOL. 1 NO. 9

CEC Today is published by
The Council for Exceptional Children, 1920
Association Drive, Reston, VA 22091-1589
Telephone 703/620-3660,
lyndav@cec.sped.org.

CEC Today is not copyrighted. Members are encouraged to copy and disseminate information in this publication.

CEC President: Pam Gillet

Interim Executive Director: Nancy D. Safer

Editor: Lynda C. Voyles

Contributing Editors: Jacki Bootel, Department of Public Policy; Jean Boston, Publications and Professional Standards; Brian Carroll, Professional Development; Grace Durán, Ethnic and Multicultural Concerns; Cindy Fox, Marketing and Public Relations; Karen Vermaire Fox, Student CEC; Jeanne Glover, Membership; Shelia Mingo, Grants/Contracts and Research

Assessment *1*
Special Education Funding *1*
Special Education in the Spotlight *2*
Advocacy in Action *4*
Student CEC Spotlight *6*
Who Me?
Canada CEC *7*
Division Focus *8*
Professional Advancement *11*
Viewpoint *12*
Performance Assessments Make Special Education Accountable
Multicultural *13*
Member-to-Member *14*
Build a Successful School/Community Partnership
Calendar of CEC Events *16*

Advocacy in Action

104th Congress Brings New Members Eager for a Change

For the first time in 40 years, Congress has a Republican majority in the House and Senate. While the new majority's agenda for education legislation is still unclear—specifically legislation that affects children with exceptionalities—we know we must reach the new members of the 104th Congress as early as possible and educate them about issues concerning the special education field. This is a crucial year for us, because the Individuals with Disabilities Education Act (IDEA) will be reauthorized in 1995.

"All CEC members will want to bear in mind that IDEA and other federal education laws impacting exceptional children have always had strong bi-partisan support in the Congress, and CEC's Department of Public Policy has always worked with both Republican and Democratic members of Congress without respect to majority or minority status," says Joseph Ballard, CEC's Director of Public Policy.

CEC's Department of Public Policy (DPP), along with the Political Action Network (PAN), are conducting a massive effort to provide information to the new members on the importance of early intervention and special education and emphasizing the vital federal role. The entire special education field can help promote our "education campaign" by writing or calling new Congresspersons (Senators and Representatives) from your state and letting them know how important special education and related services are to students with exceptionalities.

Tips on how to impact your Congressperson can be found in the *CEC Special Education Advocacy Handbook*, which can be purchased from CEC by calling 800/232-7323 and asking for product #R5087. $12.

Major Committee Staff Changes to Occur

With the new majority will come massive committee staff changes. The majority party holds chairmanships of the various committees and subcommittees. Therefore, the Republican ranking minority members from the 103rd Congress can now assume the chairmanships with the approval of the Republican conference. The Republicans have stated that they will be cutting and consolidating committees and subcommittees. How this will affect education committees is uncertain.

As this issue of *CEC Today* goes to press, the Republican chairs had not been named. However, for the full education committees Senator Nancy Kassebaum (R-KS) will probably serve as chairman of the Senate Committee on Labor and Human Resources, and Representative William Goodling (R-PA) as chairman of the House Committee on Education and Labor. It is less clear who will head education subcommittees. We will provide further information on committee/ subcommittee members in an upcoming issue.

Republicans Sign a "Contract with America"

Before the November 8 elections, House Republicans signed a "Contract with America," which the new House leadership points to as their agenda for the first 100 days of the 104th Congress.

The Contract with America lists eight reforms Congress plans to pass on the first day of the 104th Congress and summarizes 10 bills House Republicans will bring to a floor vote within 100 days. The 100 days began on January 4th and, according to Rep. Dick Armey (R-TX), includes weekends. Some of the listed reforms are:

- Require all laws that apply to the rest of the country to also apply to Congress.
- Cut the number of House committees and cut committee staff by one-third.
- Limit the terms of all committee chairs.
- Require committee meetings to be open to the public.

The Contract also outlines 10 bills that will be brought to a House vote within 100 days, including:

- Taking Back our Streets Act
- The Personal Responsibility Act
- Family Reinforcement Act
- Citizen Legislature Act

Impact on Children with Exceptionalities

All these bills, if enacted, will ultimately affect children with exceptionalities and their families. Some provisions could immediately impact education programs for children. The Contract includes several budgetary proposals that could have a detrimental effect on education programs for children with exceptionalities. These proposals would cause severe cuts in federal spending, making it even harder to gain funding increases in the education arena. CEC will continue to monitor these legislative initiatives and keep you informed.

A more detailed overview of the Contract with America can be found in the spring issue of *TEACHING Exceptional Children*.

CEC Comments on IDEA Reauthorization Issues

In response to a U.S. Office of Special Education Programs (OSEP) request for comment on issues in the reauthorization of IDEA (scheduled for this year), CEC forwarded an updated Recommendations document. The Recommendations, building on those provided in President Pam Gillet's testimony last July to the House Subcommittee on Select Education and Civil Rights, clarify some issues noted in the earlier testimony and specifies CEC's position on the Discretionary Grant Programs (Parts C-G of IDEA).

CEC also forwarded recommendations on personnel preparation and early childhood programs to OSEP, rounding out the final areas in which CEC had yet to finalize positions. Some of the topics CEC addressed include:

- **Funding:** CEC recommends that state funding formulae should be made "placement neutral"—as long as a special education student receives services, his or her placement should have no bearing on the amount of funds received. In addition, while CEC is philosophically supportive of changing the current federal formula for allocating Part B funds—funds the states receive from the federal government—to a more census-based approach rather than a child count, the organization opposes changing the formula during this reauthorization, noting that a formula change could cause large shifts in the amounts of funds states currently receive.

- **School Discipline**: CEC strongly encourages careful examination of the issues related to school discipline and students with disabilities in a context much broader than the specific, last-resort factors of suspension and expulsion. CEC recommends that Congress and the U.S. Department of Education develop model programs and practices that effectively prevent and reduce violent acts perpetrated by and against students with disabilities.

CEC also recommends establishing a 45-day alternative educational setting (which still must be the least restrictive placement for that child) in cases where the child's behavior constituted a "danger to self or others." Free and Appropriate Education must continue to be upheld regardless of the setting.

- **Mediation:** CEC recommends that mediation should be required as an option for parents prior to the initiation of due process hearings or court cases. CEC also recommends that schools should not have to reimburse state/federal attorneys since their services are already federally funded under a separate appropriation for Protection and Advocacy Services. However, schools should continue to reimburse the costs of private attorneys.

For a copy of the updated recommendations, call DPP at 703/264-9498.

CEC also commented, as part of the National Mental Health and Special Education Coalition (MHSE), on issues in IDEA regarding children and youth with emotional and behavioral disorders. More than a dozen national organizations, including CEC's Council for Children with Behavioral Disorders, endorsed these IDEA recommendations for improving services to these children and youth. For a copy of the MHSE Coalition letter, call DPP.

Resources

Performance Assessment Minilibrary
Save 10% when you purchase all four titles.
#P5062. 1994. $22.50.

Connecting Performance Assessment to Instruction
Lynn S. Fuchs
Compares behavioral assessment, mastery learning, and curriculum based measurement using seven criteria against which the instructional usefulness of these assessment methods can be judged. #P5058. 1994. 37pp. CEC/ERIC/OSEP. $6.25.

Creating Meaningful Performance Assessments: Fundamental Concepts
Stephen N. Elliott
Discusses essential performance assessment characteristics and how performance assessment relates to cognitive and behavioral psychology. Technical issues such as alignment with curriculum, scoring, communication of results, and comparing results over time are explored. #P5059. 1994. CEC/ERIC/OSEP. 35pp. $6.25.

National and State Perspectives on Performance Assessment and Students with Disabilities
Martha L. Thurlow
Illustrates how performance assessments are used in national data collection programs and state programs. The document provides examples of testing accommodations in programs of different states. #P5060. 1994. CEC/ERIC/OSEP. 37pp. $6.25.

Performance Assessment and Students with Disabilities: Usage in Outcomes-Based Accountability Systems
Margaret J. McLaughlin and Sandra Hopfengardner Warren
Discusses practical use and presents a collection of case studies where performance assessments have been used in outcomes-based accountability systems of selected local school districts and state programs. #P5061. 1994. CEC/ERIC/OSEP. 32pp. $6.25.

Supplemental Security Income (SSI) for Children with Disabilities Investigated

The Supplemental Security Income (SSI) program, used at significantly increasing rates since the 1990 U.S. Supreme Court decision in *Sullivan v. Zebley* to provide benefits for children with disabilities, has come under close scrutiny recently by a number of critics. The Social Security Administration released a report in May 1994 that revealed the majority of fraud allegations regarding the use of SSI for children with disabilities were unfounded.

However, the concerns have not quieted. In September, the General Accounting Office (GAO) forwarded a report outlining the history behind provision of an SSI benefit for children and noting reasons for the increased use of such benefits. One significant finding by GAO clarifies that most children who received awards after the Zebley case would have qualified for the benefits even without the functional assessment process mandated by the court decision.

Moreover, the recent passage of Public Law 103-296, which establishes SSA as a separate agency from the Department of Health and Human Services, requires the establishment of a Commission on Childhood Disability. The Commission is to conduct a study that shall include issues of current use of SSI by families with children with disabilities, the feasibility of providing benefits to children through noncash means, alternative ways of providing retroactive SSI benefits to children with disabilities, and the effects of the SSI program on these children and their families. The report is due to the House and Senate by November 30, 1995.

CEC is clear in its position that SSI is a welcome and much-needed form of assistance for children with disabilities. Without such assistance, many children with significant mental and physical disabilities and their families would not be able to afford necessary care. While the numbers of children with disabilities receiving such benefits are steadily increasing, the available reports on this issue have found no evidence to support the existence of fraud or abuse.

Changes in the Department of Public Policy

Kelly Henderson, Policy Analyst for the Department of Public Policy, recently left CEC to pursue her doctorate in special education at the University of Maryland. We will miss her many contributions to CEC. ■

Who Me?

Become a Member of the CEC Student Executive Committee

Serving on the Student CEC Executive Committee gives students a unique opportunity to gain professional-level experience while still a student. *CEC Today* asked Alissa Johnston, Student CEC's 1994-95 Vice President of Communications, to share her experiences as a Student CEC Executive Committee candidate and member.

Johnston edits the monthly Student CEC Spotlight page in *CEC Today*, takes minutes at Student CEC meetings, edits the Student CEC handbooks, and works on other projects that benefit CEC.

Why did you run for a position on the Student CEC Executive Committee?

I knew that if I wanted to be a good teacher I needed to immerse myself in all aspects of special education. CEC was the logical connection to education internationally, as well as nationally. And since it is so well-respected, it would give me additional insight into the field.

Explain the election process.

I contacted Karen Vermaire Fox at CEC Headquarters for a petition packet. Then I reviewed the packet with my advisor, who helped me assess my skills and determine how I would share my vision for Student CEC. The next step was much like filling out a college application. I had to write an essay outlining what I would like to accomplish in office, the duties I would fulfill, how I would strengthen CEC's purpose, and why I wanted to hold this office. The candidacy petition asked for my qualifications for office, honors and awards received, and activities.

I also had to prepare a 15-minute speech that I presented to the Student CEC Board of Governors at CEC's convention. The Student Governors also questioned me about my goals, why they should select me, what I would like to do in my term....

What was the toughest part of the process?

My presentation for the Board of Governors. Most of us are not used to speaking in front of 50 people and fielding extemporaneous questions. Candidates should practice their speech and answering questions, as they would for an interview.

What professional benefits have you gained from serving on the Student CEC Executive Committee?

I gained a lot of confidence by networking with students and professionals. I met people from all over. If I ever needed a job in a particular state, I'd look up the people I met through CEC. I also met people from different countries and learned about their culture and traditions. I think this will help me understand students I will have from different cultures.

Working with CEC's education professionals will also help me on the job. A lot of people go into teaching thinking they will never have to work with other professionals—just children. I know how to work with administrators and parents, which will help me get services for my children who need them.

At conventions and workshops I learn new technology skills, new ideas for the classroom. As a member of the Student CEC Executive Committee, I am also writing grants and proposals. This keeps me aware of what is happening now in education.

All these experiences will help me when I enter the job market.

But the best thing I have gained is confidence in my own choice and a deeper commitment to the field.

What recommendations do you have for someone who is thinking about running?

- Take a risk! It's worth it to run, even if you don't get elected.
- Learn to use other people for support—they want to help you. You don't have to know everything. You just have to be willing to learn.
- Be willing to communicate using all the tools available to you—if you are thinking about running, call a Student CEC officer and ask them about their job.
- Have fun.
- Talk to someone who knows you well to get a better picture of why you would be the best person for the Student CEC Executive Council. ■

If you are interested in running, contact your chapter president for a petition packet or call Karen Vermaire Fox, CEC's Coordinator of Student Activities at 800/845-6232. The packet is due February 16, 1995.

CEC Helps Prepare Tomorrow's Teachers

CEC is giving teacher educators new tools to help their students prepare for life in the classroom. CEC recently provided faculty members within close proximity to the 1995 convention site information packets to help future teachers get their careers off to a running start. The packets contain information such as standards for professional practice, the CEC Code of Ethics, and guides to submitting articles for publication.

This year the packet also included previews of the exciting convention workshops and sessions just for students, as well as information on starting student CEC chapters and membership applications.

CEC has a special commitment to our future special educators. With these resources, tomorrow's teachers will have the knowledge and skills they need to meet the demands of a challenging and changing profession.

For information on an upcoming amendment for Student CEC, see box, pg. 7.

Canadians Focus on Inclusion

The Canadian Council for Exceptional Children is offering a Special Focus Strand on Inclusion at CEC's annual convention in Indianapolis, IN, April 5-9, 1995. Attendees will explore inclusion from various provincial perspectives, gaining insight into research, practices and innovations, practical strategies for implementation, and public policy. This comprehensive strand includes:

- **Transition from School to Work in Rural Areas**—Based on the Transition and Progress for All in Rural Areas (TAPAR) project. Identifies "Best Practices" and problem-solving strategies.
- **Inclusion of Students with Behavioral Difficulties**—Effective practices that support the inclusion of students with behavioral problems.
- **Policy Development and Implementation**—Discusses developing and implementing inclusive school practices from a policy perspective, including assessment, programming, school term, IEP, and parental involvement .
- **Inclusion: Making It Work, A Detailed Look at One School's Model**—A totally inclusive school shares its service delivery model and practical strategies for including all children with challenges in regular classrooms. Includes collaboration, multi-level instruction, IEP planning, roles of teachers and teaching assistants.
- **Teacher Education and Professional Development**—Explores the relationship between teacher education and inclusive school practices. Profiles college and university programs that address inclusion. Addresses climate and blending methods courses with a study of specific exceptionalities. ■

Funding *from page 1*

testimony, CEC supported changing the formula to a more census-based approach eventually but opposed changing it next year during the reauthorization of IDEA.

A population-based formula may cause large shifts in the amount of funds states receive to provide services to children with disabilities, penalize states that have worked to identify and serve all students with disabilities, and lead to an undercount of the population of children in urban areas who need special education services, says Joseph Ballard, CEC's Director of Public Policy.

The federal government adopted head-count funding in 1975 to ensure special education students received free and appropriate education. Now, however, some believe IDEA is fully implemented and that fiscal incentives to identify exceptional students are no longer needed. In fact, some believe we have gone too far and suffer from over-identification of students with disabilities.

While the issue is being discussed in relation to federal policy, states are also wrestling with funding formulae for state and local school districts. Some states, including Massachusetts, Montana, Pennsylvania, and Vermont, have already adopted population-based funding. Others are considering it.

ED Can Allocate Special Education Funds More Equitably Report

by the U.S. Department of Education Office of Inspector General (IG)

This report recommends that ED base its funding formula on each state's number of children ages 3-21 and its poverty rate. The head count formula is flawed because it relies on an inaccurate count of students with disabilities reported by each state, IG says.

States report widely divergent proportions of children in each disability category, the study says. For example, ED data reveals that approximately half of the children in special education programs nationwide are categorized as having a specific learning disability. But Rhode Island catego-

Continues on page 9

Proposed Amendment to the Student CEC Constitution and Bylaws

We, the undersigned members of The Student Council for Exceptional Children, petition the President of Student CEC, Polly Parrish, to institute all necessary procedures to permit the 1995 Student CEC Board of Governors to take action on the recommendation that the Canadian Student Liaison become a member of The Student CEC Executive Committee as described and printed in bold below.

Constitution of The Student Council for Exceptional Children

Article V, Section 1 a. The Executive Committee shall consist of officers of this organization: namely the President, Vice President in charge of Committees, Vice President in charge of programs, Vice president in charge of Communications, each of whom are elected annually, **and the Canadian Student Liaison as elected by The Canadian Council for Exceptional Children who shall serve in an ex-officio advisory capacity.**

Bylaws

Article II Section 5 Powers and Duties of the Canadian Student Liaison. The powers and duties of the Canadian Student Liaison shall be:

a. To serve as an ex-officio member on the Student CEC Executive Committee and the Student Board of Governors;

b. To serve as a voting member of The Canadian Board of Directors;

c. To act in an advisory capacity and serve as a resource regarding Canadian concerns;

d. To facilitate communication between The Canadian CEC Board of Directors, Canadian Student CEC, the Student CEC Executive Committee, and the Student CEC Board of Governors;

e. To facilitate communication between all units within Canada regarding student issues;

f. To make semi-annual reports to The Canadian CEC Board of Directors and an annual report to the Student CEC Board of Governors;

g. To prepare the annual budget for the Canadian Student Liaison in consultation with the Executive of The Canadian CEC and the Coordinator of Student Activities.

Section 5 would become section 6.

Division Focus

CASE

The Council of Administrators of Special Education

CASE has been working with the American Speech-Language-Hearing Association (ASHA) to address the shortage of related service personnel, particularly speech and language pathologists. Tom O'Toole, Past President of ASHA has spoken with the CASE Board and members at the 1994 CASE Conference on Public Policy in Special Education. CASE representatives have participated in numerous meetings with ASHA in efforts to ameliorate the problem.

CASE recently reviewed an ASHA draft document on support personnel and developed responses to the document, as well as to a broader range of issues related to personnel shortages in speech and language. These responses and a statement developed and read by CASE President J. Calvin Evans at a recent ASHA Executive Board meeting have been shared with ASHA officials and state personnel.

The ASHA Executive Committee plans to incorporate some of CASE's suggestions in their standards and regulations. CASE will continue to address this critical issue!

Also, Jonathan McIntire, Chair of the CASE Legislation and Policy Committee, requests assistance identifying model policies and practices to deal with students with aggressive behavior for a new CASE resource guide. Send responses to Jonathan McIntire, RR 1 Box 1855, Manchester Center, VT 05255.

CEC-PD

The CEC Pioneers Division

CEC-PD invites educators to share in the milestones of special education. CEC-PD's Division Day Workshop, to be held at Indianapolis, April 6, 1995, 1:15 pm-2:15 pm, will feature noted special educator Sam Kirk. Jeanne McCarthy, student and colleague of Kirk, will present insights into the personal and professional life of this highly-honored individual.

DCCD

The Division for Children with Communication Disorders

DCCD's Chair of the Committee for Persons who are Deaf or Hard of Hearing (D/HH), Susan Easterbrooks, has been selected by the National Board for Professional Teaching Standards (NBPTS) for its Professional Teaching Standards Exceptional Needs Committee. Easterbrooks will help NBPTS establish high and rigorous standards for national certification of exemplary master teachers. She will focus on the knowledge and skills needed by teachers of students who are D/HH. For NBPTS information, contact Susan Easterbrooks, Professor, College of Education, Jacksonville State University, Jacksonville, AL 35265, 205/782-5835.

CCBD

The Council for Children with Behavioral Disorders

CCBD has planned an exciting line-up of events for 1995, including:

- The CCBD Forum on Violence and Aggression, Tampa, FL, February 2-5, 1995. For a complete schedule of events and activities, call Lyndal Bullock, 817/565-3583.
- In October 1995 at the CCBD National Conference, CCBD will host a Preconference Workshop, featuring a joint CASE-CCBD Forum on discipline.

Plus, CCBD is establishing a Foundation to extend the services and benefits CCBD can provide its members. CCBD is exploring different fund-raising activities and welcomes new ideas and committee members. If you would like to join this dynamic group, contact Howard Muscott, chair, 914/234-9758.

CEC-DR

The Division for Research

CEC-DR is working diligently to proactively prepare for the political changes in Washington, DC. The Ad Hoc Committee on Research chaired by Russell Gersten recently met in Tempe, AZ, to develop CEC-DR's position for the reauthorization of IDEA during the next session of Congress. Anyone with suggestions, ideas, or proposals should contact Russell Gersten at 1400 High St., Suite C, Eugene, OR 97401, or ersten@oregon.uoregon.edu.

CEC-DR is developing plans for co-sponsoring a major inclusion conference in New York in April. Watch this space in *CEC Today* for additional information.

CEC-DR is also accepting names of individuals who would like to serve as reviewers of proposals for the CEC-DR Strand in the 1996 CEC Conference. Information will be available in CEC-DR's February issue of *Focus*.

In November the CEC-DR Board held its fall meeting at the TECBD Conference in Tempe, AZ. Look for the latest updates on research in special education, in-depth coverage of CEC-DR activities, and requests for proposals, conferences and reports in CEC-DR's journal, *Exceptionality*, and newsletter, *Focus*.

CEDS

The Council for Educational Diagnostic Services

CEDS is announcing a Call for Papers for its Third International Topical Conference on Assessment, to be held November 8-11, 1995, in New Orleans, LA. This popular conference will be attended by diagnosticians, psychologists, special education evaluators and teachers, and learning consultants.

Your proposal should include: title of your presentation, abstract, your name, position, address, and phone number. Send proposals to: Gayle Szubinski, 647 Elmeer, Metairie, LA 70005.

DCDT

The Division on Career Development and Transition

With a 28% increase in membership over the past year, DCDT is focusing on becoming more user-friendly to our members:

- DCDT has increased its number of regional subdivisions from two to four. Thus, four regional representatives will be available to address member concerns and increase responsivity of DCDT to its membership.
- To facilitate development of local, regional, and national leadership, DCDT is developing a leadership strand for the 1995 International DCDT Conference in Raleigh, NC, October 19-21.
- DCDT has expanded the content and scope of the newsletter and increased publication to three times a year. In addition, DCDT is developing single-page informa-

tional flyers on topics and issues related to transition and career development.

For membership information or updates on DCDT activities, contact Carol Ellington-Pinske, 813/757-9360, or Bob Detwiler, 505/989-5505.

DCDT is also accepting proposals for its 1995 Conference, "Spectrum of Career Development: Focus on the Individual," to be held in Raleigh, NC, October 19-21, 1995. For a copy of the Call for Proposals, contact DCDT Proposals, Division of Continuing Education and Summer School, East Carolina University, Greenville, NC 27858-4353. Proposals must be postmarked by April 21, 1995.

DISES

The Division of International Special Education and Services

Learn how "Education for All" can be turned into a reality for children with special needs the world over! Join more than 1,000 international delegates at the Fourth International Special Education Congress, April 10-13, 1995, in Birmingham, UK. The conference will focus on four sub-themes:

- Defining Quality and Effectiveness.
- Promoting Development.
- Preventing Underachievement.
- Improving Teaching and Learning.

Attendees will participate in a series of lectures, workshops, and discussion groups, as well as informal networking sessions.

CECers who do not attend will wish they had! For more information, call Bob Henderson, 217/333-0260 or bob-h@uiuc.edu.

DLD

The Division for Learning Disabilities

DLD/CEC invites you to participate in "Responsible Inclusion: A DLD Teacher Institute," July 9-11, 1995, Asheville, NC. This in-depth, interactive teacher institute provides practical strategies for teaching students with learning disabilities in the general education classroom.

The institute is designed so that special and general education partners work together to find solutions for collaboration and inclusion at elementary and secondary levels. Workshop presenters include such well-known educational trailblazers as Jeanne Bauwens, Anita DeBoer, Wendy Dover, Cathy Kea, Kim Short, Fred West, and Judy Wood.

In the spirit of collaboration, participants are to register in general and special education pairs. Registration is limited. For more information, call 800/224-6830.

MRDD

The Division on Mental Retardation and Developmental Disabilities

In response to popular demand, MRDD is printing 5,000 additional copies of its best-selling book, *Social Skills*, available shortly. A revised edition of *Best Practices* will be available next year.

Get ready for "cowboy country!" MRDD's 1996 topical conference will be held October 11-13 in Austin, TX.

Alert!! Deadline for the February issue of CEC Today is Jan. 7, 1995.

· · · · · ·

Funding, *from page 7*

rizes about 66% of its special education students as learning disabled (LD) while Georgia classifies only about 32% as LD. Such inconsistencies transverse all states and disability categories, the report said.

IG concluded that a population-based funding formula would provide more objective data. As a result, each state would receive an equal share of special education funds, and any incentive for states to "manipulate the count or to retain students in the program longer than necessary" would be eliminated, IG said.

Fiscal Provisions of the IDEA Policy Issues and Alternatives Report

by the Center for Special Education Finance

This study, conducted by the American Institutes for Research with funding from the Office of Special Education Programs, raises several issues concerning head count vs. population-based funding, including:

- Population-based funding would encourage serving students outside special education, which would lower special education costs.
- Some argue that by using population-based funding, states would no longer overidentify students who should receive special education services. Others maintain that population-based funding would lead to fiscal incentives to underidentify students with disabilities, which would abolish their right to a free and appropriate education.
- Unless some type of grandfather clause is implemented, states with greater numbers of identified special education students would lose federal moneys with population-based funding.
- The federal government would give up its traditional role of "leadership for and protection of students with disabilities." A return to population-based funding would send a message to states and school districts that the government is backing away from this position.
- Fiscal accountability would be jeopardized. Because students with disabilities are not identified, special education funds could be diverted to general programs and services for non-special education students.
- Current levels of special education funding would be threatened. ■

Send us your input!!

During the reauthorization of IDEA, many questions will be asked regarding head-count vs. population-based funding. CEC believes we can best respond to these questions by learning the views of our members. Send your thoughts and ideas on this issue to CEC, Dept. of Public Policy, 1920 Association Drive, Reston, VA 22091-1589.

Assessment *from page 1*

with standard-setting organizations in your community.

"Special educators are valuable to any content setting effort, and they should not think that because they are not 'subject experts' that they have nothing to add" says Kelly Henderson, former CEC Policy Specialist. "...Special educators can also help by contacting their state and local agencies and letting them know that they care what happens...that standards cannot be implemented that do not include special education students."

Every Child Should Be Tested

Currently 40%-50% of school-age students with disabilities are excluded from statewide and national assessment programs, says Thomas Kratochwill, professor, University of Wisconsin-Madison. Most states that can identify the percentage of students with disabilities taking achievement exams say less than 25% participate.

But data show that 95% of special education students could take standardized assessment tests if proper accommodations are made, according to data from the National Center for Educational Outcomes (NCEO). And those who cannot participate in standardized assessments could be given alternate types of assessment measurements, NCEO maintains.

Slowly, testing services are providing accommodations. For example, the National Assessment of Educational Progress, the organization that produces the "nation's report card," has said they will include students with disabilities in their research this year by providing a braille version of the test, extended time version.... The Scholastic Achievement Tests (SATs) are also providing accommodations for exceptional students. This year 14,994 seniors took special editions of the SAT geared toward students with disabilities compared to 6,539 in 1987, according to the College Board.

There is also progress being made for students who are not able to take standardized tests. More states and school districts, including Florida, Kentucky, Texas, and Indiana, among others, are using performance-based or outcome-based testing to measure the progress of students with severe disabilities.

Performance Testing

Performance-based testing has gained a lot of support in the special education community. While these testing strategies take longer to administer—often 3-4 days or require a consistent effort to collect student work samples—many educators like them because they allow students to demonstrate their academic, social, and functional accomplishments.

Performance assessments can include:

- Exhibitions and performances.
- Portfolios of a student's work.
- Simulations.
- Oral interviews.
- Writing samples.

Performance-based testing strengthens the connection between assessment and instruction, says Martha J. Coutinho, associate professor at the University of Central Florida and member of CEC Chapter #1050. They can help educators plan future instruction, develop transition strategies, and increase the integration of students with disabilities, she says.

"The information is truly useful in a classroom setting, added Gene Kyle, Director of Special Education for Lapeer Intermediate School District and President of CEC's Michigan Federation. "If used correctly, performance testing can drive the IEP and determine appropriate goals and objectives for the student." ■

The CEC convention, April 5-9, 1995, in Indianapolis, IN, will feature several sessions on school reform, education standards, and assessing student achievement. To learn the latest information on these important and timely issues, plan now to attend.

Status of Subject-Area National Standards Projects

Arts—Released March 1994. Available from: MENC Publications Sales, 1806 Robert Fulton Dr., Reston, VA 22091.

Citizenship/Civics —Released November 1994. Available from the Center for Civics Education, 5146 Douglas Fir Road, Calabas, CA 91302.

English/Language Arts—Being developed by the National Council of Teachers of English and the International Reading Association. Contact NCTE. 217/328-3870, ext. 226.

Foreign Language—Being developed. Contact the American Council on Teaching of Foreign Language, 914/963-8830.

Geography—Released July 1994. Contact the National Geographic Society, 800/368-2728.

Health/Phycical Education—Draft released October 1994. Contact the National Association for Sports and Physical Education, 1900 Association Drive, Reston, VA 22091.

History—Released October 1994. Contact: National Center for History in the Schools UCLA, 10880 Wilshire Blvd., #761, Los Angeles, CA 90024.

Math—The National Council of Teachers of Mathematics has produced final versions of Curriculum and Evaluation Standards for School Mathematics. New Assessment Standards for School Mathematics working draft available October 1994. Contact: NCTM, 1906 Association Dr., Reston, VA 22091.

Science—Draft of standards to be completed in late fall 1994. Contact: The National Academy of Sciences, 2101 Constitution Ave., NW HA 486, Washington, DC 20418, 202/334-1399.

Social Studies—Model K-12 curriculum standards released in October 1994. Contact The National Council for the Social Studies, Whitehurst and Clark, 100 Newfield Ave., Raritan Center, Edison, NJ 08837.

Master the Art of Collaboration

Cooperative Teaching: A Special Relationship

It involves sharing, trust, and vulnerability. It requires giving up some of your autonomy—and some of your space. But the rewards can be worth it.

These words sound like advice from "How to Build a Perfect Relationship," and in a way they are—the relationship of cooperative teachers.

Cooperative teaching brings teachers opportunities for growth, shared responsibilities, new teaching strategies—and new challenges. Jeanne Bauwens and Suzanne Robinson, leaders in the development of successful cooperative teaching programs, will show educators how to build strong, positive teaching partnerships at the CEC annual convention, April 4-5, 1995, in Indianapolis, IN.

Equal roles bring individual strengths to the classroom, and each teacher blends his or her styles in ways that enhance the learning environment, says Bauwens.

These presenters will model cooperative teaching strategies, present a variety of cooperative teaching approaches, suggest strategies to overcome barriers to teaching partnerships, and cover how to:

- Negotiate the roles and responsibilities involved in cooperative teaching.
- Bring flexibility and creativity to planning and classroom activities.
- Implement cooperative teaching in an inclusive school environment.
- Create lesson plans and teaching strategies that emphasize multiple paths to learning*
- Help special education students succeed in general education classes.
- Overcome little administrative support, scheduling conflicts, and inadequate planning time.

New Roles for Special Educators

Education reform brings a whole range of new responsibilities to special educators—from cooperative teaching to educational consultant. Pam Robbins' workshop, Teacher Transition—Changing Roles in the Inclusive School, to be presented at CEC's annual convention, April 5, 1995, gives educators skills to help them succeed in these new situations.

Through specially designed interactive activities, participants will learn:

- Methods to build rapport, trust, and understanding.
- Effective presentation tips.
- Problem-solving approaches.
- Decision-making matrix.
- Strategies to approach resistance to change.

Learn how to build strong, positive and effective professional relationships at these dynamic workshops. Join us at Indy to learn how to make the transition from the "traditional" to the "new" teacher easily and successfully. ■

Gifted Education—the Cure for the Midwinter Blues

Attend a CEC Institute for the Gifted in Middle Schools and end your midwinter blues. You'll revel in the hot Phoenix sun or jam to cool New Orleans jazz as you learn new educational strategies.

Who You'll Meet: Leading experts in gifted and middle school education.

What You'll Learn: Developmentally appropriate grouping strategies, identification procedures, curricular modification, and more.

Designed for: Middle school practitioners, gifted specialists, staff developers, teacher trainers, administrators, coordinators, and parents.

When: **February 3-4, 1995**
Phoenix Airport Hilton
Phoenix, AZ

February 24-25, 1995
New Orleans Airport Hilton
New Orleans, LA

To register: Call 800/224-6830.

Tuition: $149 (includes all materials, continental breakfast, and lunch each day.)

*Sponsored by the National Training Program for Gifted Education under the Jacob K. Javits Program, U.S. Department of Education. The opinions expressed do not reflect the position or policies of the Office of Educational Research and Improvement or the U.S. Department of Education.

Clip and Save

TAKE IT FOR *granted*

Education Media Research, Production, Distribution and Training: To promote the welfare of deaf, hard-of-hearing and visually impaired individuals and the educational advancement of individuals with disabilities. Deadline: February 15. Eligibility: Public or private nonprofit organizations, agencies, and institutions. Contact: Ernest Hairston, 202/205-9172.

Children and Youths with Serious Emotional Disturbance: To prevent children with emotional/behavioral problems from developing SED and improve special education for cultural minority students. Eligibility: State and local education agencies, higher education institutions and public and private nonprofit organizations. Deadline: January 27, 1995. Contact: Darlene Crumblin, 202/205-9864.

Technology, Educational Media, and Materials for Disabled Individuals: To advance the availability and effectiveness of technology, media, and materials for children and youth with disabilities and provide early intervention services to infants and toddlers who are disabled. Eligibility: State and local education agencies, higher education institutions and public and private nonprofit organizations. Deadline: January 27, 1995. Contact: Darlene Crumblin, 202/205-9864.

School-to-Work: To implement statewide systems, establish local partnerships, and create programs in high-poverty rural and urban areas. Eligibility: Local and high-poverty grants: partnerships of public secondary and postsecondary education institutions and agencies, employers, and labor organizations. Deadline: March. Contact: Office of Vocational and Adult Education, 202/205-5621.

US/NIS Academic Studies Inbound/Outbound Program: To facilitate academic exchanges between American high school students and their counterparts from the former Soviet Union. Eligibility: Local education agencies, secondary schools and other public or private nonprofit organizations. Deadline: January 20, 1995. Contact: David Dallas, 202/619-6299.

Performance Assessments Make Special Education Accountable

BY SANDRA HOPFENGARDNER WARREN

As we prepare to enter the 21st century, community leaders across the country are concerned that young adults will not have the skills necessary to compete in our rapidly changing global society.

Educators are asked: Will graduates of our educational system be able to communicate and work with peers and colleagues? Will they be able to use advanced technology at home, work, and community? And, most important of all, will they have the skills and experiences necessary to make intelligent choices and decisions in everyday life?

Increasingly, educators are recognizing that these skills are essential for all students, whether they participate in a general education or alternative curriculum for students with diverse learning styles. Our challenge is to develop an assessment and accountability system that evaluates student and school progress toward these outcomes. Increasing use of assessments that focus on actual student performance of these desired outcomes is one way to meet that challenge.

Historically, special education accountability has focused on determining whether a service has been provided as documented in the Individualized Educational Program (IEP). Since the IEP was not designed to monitor progress toward long-term outcomes, it serves as a compliance document in most districts.

In addition, most students with disabilities are exempted from participation in large-scale assessments and accountability systems. We don't know whether they are making progress toward far-reaching goals.

Changing the Focus

Educational systems must be held accountable for all students. And, the level of rigor applied to assessing outcomes for nondisabled students must also be applied to students receiving special education services. Accountability depends upon having a system of assessments that is flexible, accommodates diverse learners, and produces information that is valid and reliable. Increasingly, standards-based accountability systems are using results of both traditional and performance assessments to measure broad domains of student knowledge.

Performance assessments provide opportunities to evaluate student skills such as making judgments, solving problems, reasoning, communicating for multiple purposes, gathering information from multiple sources, and contributing to collaborative efforts. Well-designed performance assessments give teachers and students valuable information, and results can be used to adjust instruction.

Thus, policymakers view these tests as a way to influence curriculum and teacher behavior. The reasoning is: If schools are held accountable for students' proficiencies, then teachers will teach those critical skills and behaviors.

Making Performance Assessments Work

Performance assessments alone will not result in the inclusion of more students with diverse learning styles in large-scale performance-based assessment systems. Without careful planning for their involvement, these students will be exempted from these assessments as they have been from traditional approaches.

Furthermore, outcomes that focus solely on discrete academic skills at the expense of communications, citizenship, and life-long learning will result in a continued "second-class" education for students with disabilities.

Therefore, it is incumbent upon us to ensure:

- Outcomes for students with disabilities reflect a vision for meaningful involvement in our communities.
- Students with disabilities have the opportunity to learn both the academic content as well as the skills of analysis and critical thinking that are necessary for successful participation in performance assessments.
- Performance standards identify desired levels of student performance. Teachers, administrators, parents and students need to know and understand these expectations.
- Accommodations and adaptations be offered to students during the actual assessment as well as throughout the instructional process. If these supports are necessary and meaningful during assessment, they are probably even more valuable during instruction and practical application.
- Resources are identified for the scoring of performance assessments. Unlike traditional assessments, performance assessments are time intensive to score and require training for scorers for reliability.
- Results of student performance be used and reported to impact on instructional delivery and program involvement.

The Challenge

As educators, we must develop an accountability system that includes all students. Performance assessments appear to enable more students with disabilities to participate in accountability systems. Their participation will result in increased attention to their outcomes and increased scrutiny of their instruction, which will result in an enriched education. ■

(See Resources, page 5.)

Sandra Hopfengardner Warren, member of CEC's Prince George's County, MD chapter, is a faculty research associate at the University of Maryland at College Park.

Symposium Brings Multiple Voices, Multiple Perspectives into Focus

Proposition 187 in California. The *Bell Curve*. Can educators succeed in uniting—and building success—for diverse students? According to the presenters and attendees at CEC's and the Division for Culturally and Linguistically Diverse Exceptional Learners' (DDEL's) Multicultural Symposium, the answer is yes!

In a riveting and inspiring two-day workshop, educators combined an objective look at racial issues in America today with advances in multicultural education that help students break cultural barriers to achieve academically and socially.

General session speaker Shirley Thornton demonstrated how cultural minorities have become America's underclass. Though advances are being made in multicultural education, they are often difficult to implement because of lack of funds, she said. As a result, cultural minorities are still struggling to achieve educational parity, according to Thornton. (See box for references.)

Another session explored the impact of "majority-minorities" in education. Many cities have already found that "minorities" have become the majority population. Educators must adapt to this shift in demographics and expand their knowledge of cultural differences and attitudes. If we fail to do this, minority students' self-esteem and self-concepts suffer, as well as their academic success—and the success of our educational system, said Jim Yates, presenter and past president of DDEL.

"Our school population is rapidly changing and the sociocultural aspects of schooling and the education of culturally diverse students must be our current priority," concluded CEC president Pam Gillet.

In addition to these powerful sessions, attendees participated in numerous hands-on activities that allowed them to master diverse teaching strategies and engaged in one-on-one discussions with session leaders.

Participants also joined in round-table discussions at which they shared experiences with others in the field who were addressing similar issues. And extensive networking provided opportunities for this diverse group to interact with peers and colleagues from across disciplines, across the nation and across nationalities.

Be sure to join us at CEC's Multicultural Summit, to be held at the CEC Convention, April 5-9, 1995. You'll learn the newest developments in multicultural education for the exceptional learner, gain insights into different cultural learning styles, and exchange problems and solutions with colleagues, as well as session leaders and acclaimed experts in the field. ■

Inclusive Schools Institute
Building Partnerships for Diversity

NEW! Regional Event

Coming soon to your area!

Dallas, Texas February 16-18, 1995

Preregistration Tuition: Member: $189, Nonmember: $229
On-Site Tuition: Member: $228, Nonmember: $278
Materials: $35

Call Now! 800/224-6830

FREE Tuition for Your 5th Team Member! Call for details.

Ask About the ADD Workshop!

CEC

Proposition 187

California CEC opposes Proposition 187 and supports the injunction against it. California CEC said it does not believe it is the role of the teacher to identify and turn in to the U.S. Immigration and Naturalization Service (INS) children who may be illegal.

The proposition, which denies most social services, including education and nonemergency health care, to illegal immigrants, requires schools to verify the immigration status of students and their parents. Schools would also be required to notify the INS of any student or parent that is "reasonably suspected" of being in the country illegally.

The proposition challenges the Family Educational Rights and Privacy Act of 1974. In addition, the 1982 Supreme Court decision under *Plyer v. Doe*, which held that all children have a constitutional right to public education regardless of immigration status, questions the constitutionality of Proposition 187.

The California Teachers Association, California School Boards Association, several school districts, and several doctors affiliated with the American Medical Association are seeking a court decision on Proposition 187.

Books Cited by Shirley Thornton at the Symposium on Multicultural Exceptional Learners

Agents of Repression, W. Churchill and Jim Vander Wall; South End Press, Boston, MA, 1990.

Blacks on Black Violence, Amos Wilson; African World Infosystems.

Dr. Gary Gruber's Essential Guide to Test Taking, Gary Gruber; Quill. (Two editions: grades 3-5 and grades 6-9.

Enough is Enough, Mychal Wynn; King Sun Publications.

The Gift of Dyslexia, Ronald D. Davis; Ability Workshop Press, San Juan Capistrano, CA, 1994.

We Can All Get Along, Clyde Ford; Dell Trade Paperback, 1994.

Build a Successful School/Community Partnership

BY SHARON GONDER

Building a successful school/community partnership takes time, work, and the dedication of the teachers and administrative staff. But it reaps big rewards. In addition to increased opportunities for students, it can also mean the difference between passing a school bond referendum or not.

The Jefferson City School District Jefferson City, Missouri, has built an outstanding school/community partnership. By starting small and building on its success, the schools have gained the support of the media, businesses, and parents. Following are examples of Jefferson City Schools' most successful programs.

Invoke the Power of the Press

Keeping the schools and their accomplishments in the spotlight is crucial to building community support. Educators must inform the media of exciting projects and activities and invite them to classes and board meetings. Jefferson City Schools' media coverage includes:

The Local Newspapers

- Spotlight a teacher a week, with a photo and an article about her/his class.
- Write a monthly "Learning Page," that includes activities for children and ways for parents and teachers to help children learn.
- Feature VIP students once a month with articles that include the student's picture and a short list of why the teacher(s) chose this student.
- Carry a *Capital Kids* column. The paper goes to a different school each month and interviews six students, asking them all the same question, and prints their pictures and answers.
- Publish a regular column describing high school students' honors, awards, trips, etc., and a column for Jefferson City college students. Photos included.

Broadcast

- A local radio station interviews a teacher a week about something special they have done or a project they are doing in their classroom.
- Teachers call one of the local TV stations for a spot news story whenever a special program or project is occurring in their class.
- Board of Education meetings are open to the media, which informs the community of the school district's business and activities.

Create the School/ Business Connection

To increase business interest and participation in education, teachers should take an active role in the community. By joining civic organizations such as the Chamber of Commerce, they can advocate for education to those who can implement their suggestions. The results can be far-ranging:

- Jefferson City realtors adopt students and tutor them, perform mentoring tasks, take them to visit various businesses in the area to broaden their knowledge of possible careers, talk to them about their problems, see that their student has transportation to attend school activities, take them to lunch, etc.
- A community business partner works with each school to help with activities, business education, materials acquisition, and publicity. This program is being expanded to include activities that will benefit "at-risk" students.
- The Chamber of Commerce maintains a "Students at Risk Subcommittee," which includes representatives from schools and businesses. It develops and promotes programs to reduce the dropout rate and have better prepared students graduating into the work force.

Promote Community Outreach

It is important for the schools to give back to the community. Some popular school/community programs in Jefferson City include:

- One school is the center for most community activities, making parents feel more a part of the school and dispelling some of the fears that some may have about school.
- Parent and grandparent days are held so they may come and see what the student's day is like. They are also invited to join their child any day for lunch. Not only is this easier for the parents, it's also easier on the cafeteria staff.
- Students make birthday cards for the people in retirement homes and decorations for the senior citizens' monthly meeting.
- For the winter holidays, students make cookies, candies, decorations, etc. to give to the local businesses.
- An annual community Halloween Carnival is held at one school so the children have a safe place to celebrate.
- The City Council has made telecom-

CEC honor roll

Evelyn Freedman, member of CEC Chapter #568, and **Elisabeth Wiig**, member of CEC's Massachusetts Federation, received CCEC's Joan Kershaw Publication Award for their book *The Word Book*, which outlines strategies and methods for teaching words to children.

Judy Harlow, member of CEC's New Mexico Federation and assistant principal of Grant Middle School, presented the "Behavior Intervention Program," which targets students with severe behavior disorders, at the Safe Schools, Safe Students Conference held in Washington, DC, October 28-29, 1994.

Melanie Janzen, member of CCEC's Manitoba Federation, first grade teacher, and graduate student at the University of Manitoba, won CCEC's Outstanding Student Member of the Year award.

Know of a special educator or service provider who has been recognized for his or her accomplishments or contributions to the field? Let us include them in *CEC Today's* Honor Roll. Send submissions to: *CEC Today*, 1920 Association Drive, Reston, VA 22190-1589 or FAX: 703/264/1637

munications and the Internet available to the elementary schools.
- The City Council plans to develop land located next to the school as an outdoor classroom as well as a park.
- The community supports the school's annual fundraising project, bringing in thousands of dollars for better equipment (computers, playground equipment, maps, materials to implement a learning styles program, money for each teacher to purchase classroom materials, etc.)

Form a Family/School Partnership

By making it easy for the parents to work with the school, we have increased parent participation and cooperation:
- Parent conferences are held on holidays, (Veterans Day and Columbus Day), and in the evenings so parents do not have to take off work. Teachers are given comp time for those days.
- Special educators perform home conferences if the parents cannot get to the school.
- Teachers send home a weekly newsletter explaining what is to be expected in the classroom next week, i.e. activities, tests, projects due, etc.
- An active PTA, composed of *parents and teachers who work together* to improve the classrooms, community involvement, projects, etc.
- The school sends home a monthly newsletter highlighting school and district news.
- At the winter holidays, the students bring money and/or donations of toys and clothes for our "Adopt a Family" program rather than have a classroom gift exchange. Last year they collected food and decorations for our community's flood victims. The school also served as the distribution center for the area SERVE organization.
- Parents are invited to be a part of the school. They work with children on computers, read to them, run the copy machine, help with field trips and classroom projects, etc.

By taking every opportunity to increase the school's value and presence in the community, educators form closer ties with business leaders and parents. The result is a good relationship, reputation, and the support to get things done. ■

Sharon Gonder, member of CEC Chapter #404, is CEC's 1992 Clarissa Hug Teacher of the Year. She teaches special education in Jefferson City and is an adjunct professor at Lincoln University.

EXTRA credit

Peer Reviewers for Research and Demonstration Projects Grants—The National Institute on Disability and Rehabilitation Research is seeking peer reviewers, particularly individuals with disabilities or their family members and individuals of diverse cultural backgrounds, to review grant applications. Call Cindy Ryan, 703/536-3200.

Media Communications/Media Technology Scholarships—National Captioning Institute is offering $2,000 scholarships to students who are deaf or hard-of-hearing and pursuing careers in communications. Deadline: April 1, 1995. Contact: Dr. Malcolm J. Norwood Memorial Award Panel, National Captioning Institute, 1900 Gallows Road, Suite 3000, Vienna, VA 22182.

Funding Classroom Technology—Free teacher's handbook explains how to initiate requests for funding. Call, EduQuest Resource Center, 800/426-4338.

IBM Discount for Individuals with Disabilities—IBM PC hardware is available at a substantial discount to persons with disabilities. For information, call 800/426-7630.

Down Syndrome Video—*Your Baby Has Down Syndrome* introduces people to Down syndrome. The video gives parents and professionals factual advice, as well as insights into the emotional journey families experience with children with Down syndrome. $15. The Mackenzie Sara Noca Charitable Trust, PO Box 14135, Pittsburgh, PA 15239

New Year's Resolutions for Educators

In 1995, I will:
- Bring in at least one new CEC member.
- Always take my grade book with me during fire drills.
- Volunteer to be an escort at the Senior Prom.
- Clean the closet in my classroom.
- Write a letter to Congress and send a copy to CEC's Public Policy Dept.
- Drink only one cup of coffee in the morning, so I won't need to go to the bathroom until lunch break.
- Engage in exercise beyond walking the halls looking for errant students.
- Keep track of the fire box key entrusted to my care.
- Listen patiently to excuses for tardiness, lost and late papers, lack of pencils, pens.
- Send a letter to the editor on a current educational issue.
- Resist participating in food fights, no matter how frustrated I am.
- Buy new resources from CEC to add to my professional knowledge and skills.
- Refrain from bringing a newspaper, racy novel, knitting, crocheting, or woodcarving to faculty meetings.
- Give my students' parents regular positive reports of their children's progress.
- Take a great summer vacation.
- Prepare an IEP from scratch.
- Refrain from prepping my students and rehearsing the class prior to observations by my administrator.
- Plan during my planning periods.
- Assist students in their efforts to learn work skills by allowing the auto mechanics classes to repair my car.
- When I make a mistake, remember to laugh—along with my kids.
- Attend the CEC Convention in Indy, April 5-9, 1995. ■

CALENDAR OF CEC *events*

january

January 26-28, 1995
LCCE Regional Training, Holiday Inn Vanderbilt, Nashville, TN. For preregistration information call CEC, 800/224-6830. For hotel reservations call the Holiday Inn Vanderbilt, 800/777-5871; 615/327-4707.

february

February 2-3, 1995
Arizona Federation Conference, Holiday Inn Corporate Center, Phoenix, AZ. Call Teri Renfro, 1818 N. 87th Way, Scottsdale, AZ 85257, 602/423-3240 (Monday & Tuesday) 602/443-7840 (Wednesday & Thursday).

February 2-3, 1995
CCBD Forum on Working with Children and Youth Who Have Aggressive and Violent Behaviors, Tampa Airport Marriot Hotel, Tampa, FL. Call Lyndal Bullock, 76203-6857, 817/565-3583.

February 3-4, 1995
Institute for the Gifted in Middle Schools, Phoenix Airport Hilton, Phoenix, AZ. For registration information call CEC, 800/224-6830.

February 10-11, 1995
South Carolina Federation Annual Convention, Charleston Marriott, North Charleston, SC. Call Bettie Stringfellow, 803/377-3785.

February 15-17, 1995
CASE Institute: Students with ADD/ADHD Clearwater, FL. Registration deadline: January 15, 1995. Call Jo Thomason, 505/243-7622.

February 16, 1995
ADD Workshop, The Adolphus, Dallas, TX. For registration information call CEC, 800/224-6830. For hotel reservations call The Adolphus, 800/221-9083, 214/742-8200.

February 16-18, 1995
Institute on Inclusive Schools, The Adolphus, Dallas, TX. For registration information call CEC, 800/224-6830. For hotel reservations call The Adolphus, 800/221-9083; 214/742-8200.

February 17-19, 1995
California State CEC Federation, 44th Annual Conference "Connecting Links in Education," a topical conference on inclusive schools; Red Lion Inn, Sacramento, CA. Call Helen Baldwin, 510/676-9234.

February 24-25, 1995
Institute for the Gifted in Middle Schools, New Orleans Airport Hilton, New Orleans, LA. For registration information call CEC, 800/224-6830.

march

March 2-4, 1995
"Fourth Annual Florida Assistive Technology Impact Conference," Orange County Convention Center, Orlando, FL. Co-sponsored by FATIC and the Technology and Media Division. Call L. Jeffrey Fitterman, 813/872-5281 (O), 813/872-5284.

March 2-4, 1995
Kansas Division for Early Childhood Manhattan Holidome, Manhattan, Kansas. Call Michael Rettig, 913/628-5851.

March 3-4, 1995
Colorado Federation, "Courage to Risk," Broadmoor Hotel, Colorado Springs, CO. Call Lewis Jackson, 303/351-2691.

March 3-4, 1995
Kentucky Federation, Executive West Hotel, Louisville, KY. Call Owen McKinney, 502/897-3175.

March 23-25, 1995
Missouri Federation, "Sculpting the Future," Springfield, MO. University Plaza Conference Center. Call Terri Chasteen, 417/833-0442.

March 26-29, 1995
15th Annual Super Conference on Special Education, Co-sponsored by Louisiana Department of Education and Louisiana Federation, Baton Rouge, LA. Call Patricia Morris, 504/522-8408 or 504/286-4751.

april

April 5-9, 1995
CEC Annual Convention, Indianapolis, IN. Contact: CEC, 1920 Association Drive, Reston, VA 22091. Call 703/620-3660.

RACING TO
EXCELLENCE

THE COUNCIL FOR EXCEPTIONAL CHILDREN
1920 Association Drive
Reston, VA 22091-1589

NONPROFIT
ORGANIZATION
U.S. POSTAGE
PAID
RICHMOND, VA
PERMIT NO. 930

Be at the Starting Line at Indy! April 5-9, 1995.

CEC today
EXCLUSIVELY FOR MEMBERS OF THE COUNCIL FOR EXCEPTIONAL CHILDREN
VOL. 1 NO. 10
FEBRUARY 1995

CEC Launches Drive to Protect IDEA, Special Education Funding

CEC's Department of Public Policy prepares for the 104th Congress and the reauthorization of IDEA.

In this new era of budget constraints, special education faces major challenges. The 104th Congress must be convinced to reauthorize the Individuals with Disabilities Education Act (IDEA) and to maintain and increase funding for special education programs.

The reauthorization of IDEA, which is critical for the continuance of many special education programs, has already come under assault. The Heritage Foundation, a conservative think tank, recently stated IDEA has little effect on the educational progress of children with disabilities and has called for its repeal.

Even if IDEA is reauthorized, retaining funding for individual programs may still be difficult. The 104th Congress has stated it intends to examine many federal programs, including education programs. And the House Republicans' *Contract with America*, which could reduce funding for domestic discretionary programs, could also affect special education.

In response, CEC has implemented a comprehensive movement to win congressional support for IDEA and maintain and increase funding for special education programs. In addition to extensive public relations activities to reinforce the continued need for IDEA and its effectiveness, CEC recently released its *FY 1996 Federal Outlook for Exceptional Children*. The *Outlook* includes CEC's budget recommendations to Congress for IDEA funding, as well as a new section of special education "success stories."

Plus, CEC has worked with its Political Action Network to educate new House members (the majority of whom are freshmen and sophomores who know little about the importance of the federal role in special education.)

CEC Opposes Heritage Foundation Recommendations

CEC went on record against the Heritage Foundation's recommendation to repeal IDEA. The Heritage Foundation erred in its assertions that IDEA makes little difference in the education of students with disabilities, encourages schools to overidentify students with disabilities, and costs the states billions of dollars through a federal mandate, CEC said.

The Heritage Foundation conducted an orientation seminar for incoming

Continues on page 5

Educational Technology Creates New Frontiers

Virtual reality has moved from the video arcades to the classroom—as a way to teach students with learning disabilities. Computers link students to teachers across the nation and across the world. Augmented communication devices allow nonvocal students to participate in general education classrooms. Special devices permit students with physical disabilities to input information into the computer without using a conventional keyboard. . . .

The advances of educational technology are truly remarkable. And, as these technologies continue to evolve, they will impact every classroom. Smaller, more affordable, and more portable assistive and instructional devices will allow students with disabilities to participate successfully in general education classrooms, as well as provide enhanced learning opportunities for all students, according to Elizabeth Lahm, president of CEC's Technology and Media Division (TAM).

Continues on page 9

inside

Choose CEC to Be Your Showcase 3
CEC Addresses Professional and Ethical Issues: Team-Teaching 14
Gifted Symposium 15

In Memoriam

CEC is saddened to announce the recent passing of some notable members and friends:

Maurice H. Fouracre, Past President of CEC, passed away on September 6, 1994, in Tamarac, FL, at the age of 82. Fouracre was involved in special education in Wisconsin, Michigan, and New York. His last position was director of St. John's Child Development Center in Washington, DC. Fouracre retired in 1975.

John A. Gough was the first Director of the Captioned Films for the Deaf Program established in 1958 within the U.S. Office of Education. He developed training programs for teachers on using the technology and established the Regional Media Centers for the Deaf. A teacher of the deaf and an administrator in schools for the deaf, Gough never gave up his love of teaching. Gough was 87 years old at the time of his death.

Frank Hewett (California Federation), a pioneer in the education of students with behavior disorders, died in December 1994. A professor of education at the University of California at Los Angeles (UCLA), Hewett developed the engineered classroom approach to teaching students with behavior disorders. He authored numerous articles and textbooks in special education and low reading level books for students. Hewett was also an active member of The Council for Children with Behavioral Disorders.

Philip Jones (Virginia Federation) served as CEC President 1975-76 and as our current Past President of the CEC Pioneers Division. A professor of special education administration at Virginia Tech in Blacksburg, Virginia, Jones previously served as a special education director for the Champaign, IL, public schools and the Wisconsin Department of Public Instruction. He also taught special education administration at the University of Indiana. A longtime CEC leader and special education activist, Jones died on December 20, 1994.

Max W. Mueller (Maryland Federation) served as director of OSEP's programs in Research and Personnel Preparation in the U.S. Department of Education. Mueller migrated from the University of Kansas to be a research coordinator in special education and earned a national reputation for his total recall of Federal proposals and procedures. He started the federal student research program, which has continued for more than 20 years. Mueller died on December 28, 1994.

New Resources

Highlights of the Spring Resource Catalog

CEC's **NEW** *Resource Catalog* is much more than a list of things to order. It is a true association resource organized around the common core of knowledge and skills that CEC believes is essential for all special education teachers.

The Table of Contents uses the eight categories of knowledge and skills for organizing books and media:

- Planning and Managing the Teaching and Learning Environment.
- Communication and Collaborative Partnerships.
- Assessment, Diagnosis, and Evaluation.
- Managing Student Behavior and Social Interaction Skills.
- Instructional Content and Practice.
- Characteristics of Learners.
- Philosophical, Historical, and Legal Foundations of Special Education.
- Professionalism and Ethical Practices.

The *Catalog* includes a new section on how to submit manuscripts for publication in CEC's journals or books and media program. Plus, you'll find new logo products to support unit activities.

Through its professional development activities and products, CEC provides the latest information on contemporary issues and practices. A new series of regional events offers training on 15 topics including Training the Para-Educator, Student-Based Learning, Mediation, TQM in the Inclusive School, and Confronting Violence.

The new products published by CEC and selected for distribution represent the most up-to-date thinking on each topic:

- **Interventions: Collaborative Planning for Students At Risk**
Randall Sprick, Marilyn Sprick, and Mickey Garrison
Practical interventions for managing behavioral, social, and academic problems. Includes 16 individual booklets and a Procedural Manual. An excellent choice for inservice training. Covers such topics as managing physically dangerous behavior, mentoring, and self-monitoring. #S5101. $65.

- **Reinventing Schools: A Two-Part Video Series**
Leonard C. Burrello and Jotham M. Burrello, Executive Producers
These two videos are inspirations to making the learner-centered school a reality. In Part I, *Student Voices in a Learner-Centered School*, the students guide the viewer through their school experience. In Part II, *Gathering the Dreamers: The Transformation Process to a Learner-Centered School*, the teachers and principal set forth the 3 year process for implementing this new paradigm for educating children and youth. #M5067. $225.

- **Schools for Talent Development: A Practical Plan for Total School Improvement**
Joseph S. Renzulli
A step-by-step guide filled with practical suggestions for improving the way we teach students in a learner-centered environment. A good resource for follow-up after viewing *Reinventing Schools*. #S5100. $39.95.

- **Cooperative Teaching: Rebuilding the Schoolhouse for All Students**
Jeanne Bauwens and Jack J. Hourcade
Tells how partners in cooperative teaching can coordinate their efforts, build supportive relationships, cope with scheduling, find time for planning, and evaluate the success of their efforts. #S5093. $29.

- **Collaborative Practitioners, Collaborative Schools**
Marleen C. Pugach and Lawrence J. Johnson
Explores the ramifications of collaboration in various settings—classroom, school-wide, school-university, school-family. #S5094. $24.95.

- **Special Education Law, Second Edition**
Laura F. Rothstein
Contains all the major judicial decisions, statutes, and regulations that apply to special education. A real resource. #S5096. $40.95. ■

Choose CEC to Be Your Showcase

It's As Easy As 1, 2, 3

If you don't think of CEC first when it comes to presenting your research or teaching ideas...then you need to think again about what CEC can do for you! CEC provides the perfect opportunity for you to put your work in front of a wide and interested audience.

And, as you can see, it's as easy as 1, 2, 3!

1. Present at CEC's Conventions and Conferences...

The **first** line of communication between researcher and/or practitioner and the world at large are presentations at professional meetings. Where do people go to hear about the very latest research and practices? To a CEC convention or CEC federation, division, or topical conference, of course.

Each year CEC hosts one of the largest gatherings of special educators at its annual convention where more than 800 sessions are available to choose from.

The unique thing about CEC's conventions and conferences is the diversity of the participants and the range of topics. Sessions are carefully selected by a panel of reviewers to ensure a balanced program. Presenters are encouraged to submit their papers to the ERIC Clearinghouse on Disabilities and Gifted Education, which ensures timely and broad dissemination beyond convention and conference audiences.

2. Publish in CEC's Journals...

The **second** line of communication are articles published in professional journals. And CEC's journals are among the most prestigious and useful in the field of special education. The interests and needs of researchers, students, and practitioners are well served by the peer reviewed articles appearing in *Exceptional Children* and *TEACHING Exceptional Children*.

Because of the diverse interests of our membership, we aim to provide a varied menu of articles. Whenever appropriate, researchers are encouraged to provide information about practical applications related to their findings. The linking of research and practice is a high priority with CEC.

Turnaround time varies from 12 to 24 months, which compares favorably with other professional journals. First-time authors will find help from the editors of *TEC* and *EC*, who provide useful feedback on how to improve manuscripts for publication.

3. Publish in CEC's Book and Media Program...

The **third** line of communication is the full length book or media product, so valuable in improving professional practices. CEC's growing publications program offers unique opportunities to publish in a peer-reviewed program and enjoy the benefits of royalty income.

Competitive with commercial publishers, CEC now operates a million dollar a year publishing house, designed to support the common core of knowledge and skills essential for special educators.

Once again CEC tries to provide a balanced set of offerings, affordable products for practitioners, and extensive products for systems. CEC will often consider products that are outcomes of research projects...products that other publishers tend to stay away from. We welcome proposals from both new and experienced authors. We also act as distributors for selected products from other publishers. If you are thinking about publishing, talk to CEC first.

For information about submitting a proposal for the next CEC Convention call 800/486-5773.

For information about submitting your paper to ERIC call 800/328-0272.

For information about CEC's Publication Program, call for an Overview and Author Guidelines, 800/232-7323. ■

inside

FEBRUARY 1995 VOL. 1 NO. 10

CEC Today is published by
The Council for Exceptional Children, 1920
Association Drive, Reston, VA 22091-1589.
Telephone 703/620-3660,
lyndav@cec.sped.org.

CEC Today is not copyrighted. Members are encouraged to copy and disseminate information in this publication.

CEC President: Pam Gillet

Interim Executive Director: Nancy D. Safer

Editor: Lynda C. Voyles

Contributing Editors: Jacki Bootel, Department of Public Policy; Jean Boston, Publications and Professional Standards; Brian Carroll, Professional Development; Grace Durán, Ethnic and Multicultural Concerns; Cindy Fox, Marketing and Public Relations; Karen Vermaire Fox, Student CEC; Jeanne Glover, Membership; Sheila Mingo, Grants/Contracts and Research

Drive to Protect IDEA,Special Education *1*
Education Technology *1*
New Resources *2*
Choose CEC to Be Your Showcase *3*
Advocacy in Action *4*
Student CEC Spotlight *6*
Cultural Competency
Canada CEC *7*
Multicultural *7*
African-American Symposium
Division Focus *8*
Member to Member *11*
Viewpoint
What's Next for African-American Learners *12*
Professional Advancement *14*
Team-Teaching Responsibilities
Gifted Symposium
Calendar of CEC Events *16*

Advocacy in Action

Reauthorization of the Individuals with Disabilities Education Act (IDEA) Depends on You!

Our new Republican Congress and the upcoming reauthorization of IDEA presents an excellent opportunity for CEC members to make an impact on disability legislation.

The 104th Congress is looking to its constituents—people outside the Washington area—to help determine its legislative agenda. The educators, service providers, and parents of children with exceptionalities are the ones who will most effectively convince our new representatives—and the incumbents—that IDEA makes a difference in these children's lives and must be reauthorized.

As the "people in the field," CEC members hold a lot of credibility with the new Congress. By presenting valid, concise information in ways that appeal to your Congressperson's ideals, you can help her or him become informed about special education issues, needs, and results and gain their support.

Make an appointment to visit your representative's local office today. CEC will give you all the tools you need to make your visit a success.

Making Your Case

In this time of fiscal conservation, it is important to let Congress know IDEA can actually save taxpayer dollars. Issues to stress when communicating with your representative include:

- Self-sufficiency—When a student with a disability receives an appropriate education, as required by IDEA, that student has a better chance of going on to postsecondary education or entering the work force and becoming full tax-paying members of society. Without the special education services provided under IDEA, students would not learn the skills they need to live as independent adults.
- Preventive Care—Through appropriate education and early intervention strategies, children with disabilities are much more likely to learn appropriate educational and social skills. When those needs are not met early, these students may develop social and behavioral problems that only escalate with time.
- Cost-saving program—By spending money up front to ensure students with disabilities receive an appropriate education, the government will avoid paying future welfare or retraining expenses.

Finally, your legislator wants to hear what is happening in her or his own district or state. Tell her or him your success stories. Drive home the point that these are real students whose lives are being changed in a positive way because of IDEA.

Political Action Network (PAN)

Because this is the year IDEA is scheduled to be reauthorized, Congress needs a lot of information from the field about the benefits of special education and related services. To realize this goal, the Department of Public Policy and the Political Action Network (PAN) Coordinators are teaming up for a massive education effort. As described in the article on page 1, DPP and PAN are visiting new members of Congress and distributing our FY 1996 "Budget Book," which outlines important IDEA programs and CEC's funding recommendations for those programs.

You can help DPP and PAN by visiting your congressional members and letting them know how important special education is to you and to students with exceptionalities. Take copies of the budget book and use it as a discussion piece. The FY 1996 Budget Book, officially known as the *Federal Outlook for Exceptional Children*, can be ordered by calling 800/CEC-READ, and asking for product #R5099. Contact your federation or division PAN Coordinator for a list of some talking points that you should cover during your visits.

CEC Special Education Advocacy Handbook

This comprehensive resource gives you all the information you need for effective advocacy.

Written in an easy-to-read format, the *Handbook* gives practical ways to approach and follow up with a congressional representative, get your suggestions heard, and overcome opposition. The *Handbook* also supplies you with examples of successful letters, phone calls, and telegrams, as well as a guide to coalition-building and a short glossary of legislative terms. To order a copy of the *Handbook*, call 800/CEC-READ, and ask for product #R5087.

To ensure the reauthorization of IDEA, it is vital that CEC members

Sample Letter to Support IDEA Reauthorization

Dear Senator _________: or
Dear Congressperson _________:

On behalf of myself and as a member of The Council for Exceptional Children (CEC), I urge you to support the reauthorization of the Individuals with Disabilities Education Act (IDEA). CEC is an organization of more than 55,000 educators, researchers, parents, and others who advocate for children with disabilities and gifted children.

Through IDEA, countless children with disabilities have received special education and related services they otherwise would have been denied. IDEA has ensured that students with disabilities obtain the vital education services they need to reach their individual educational potential. As a direct result, these students have graduated from high school and gone on to pursue higher education or entered America's workforce. In short, they have become productive and vital members of society.

(For example, place personal success story here.) To continue the appropriate education—and eventual productivity—of these students, I urge you to support the reauthorization of IDEA.

Sincerely,

Name
Title

visit new Congressional members and help them learn the facts about special education issues. Please join us in this crucial endeavor.

If you have questions, call your PAN Coordinator, or the Department of Public Policy at 703/264-9498.

Goodling Announces Subcommittee Chairs

Congressman Bill Goodling, Chair of the newly renamed House Committee on Economic and Educational Opportunities (formerly the Education and Labor Committee), has announced his selections for Subcommittee Chairs under the full Committee in the 104th Congress:

- **Rep. Duke Cunningham**: Subcommittee on Early Childhood, Youth and Families (this will be the Subcommittee that will consider the reauthorization of IDEA).

"Rep. Cunningham has demonstrated special appreciation for and dedication to education issues... ," Goodling noted. "Our efforts will be to ensure that recent federal education law changes were proper and that they are working as intended...."

- **Rep. Buck McKeon**: Subcommittee on Postsecondary Education, Training, and Life-Long Learning (this Subcommittee will review and explore—among other issues—the federal government's job training programs).
- **Rep. Peter Hoekstra**: Subcommittee on Oversight and Investigations.
- **Rep. Cass Ballenger**: Subcommittee on Worker Protections (will examine the Fair Labor Standards Act, the Occupational Safety and Health Act, and the Davis Bacon Act).
- **Rep. Harris Fawell**: Subcommittee on Employer-Employee Relations (will have jurisdiction over workplace law issues, including the Employee Retirement Income Security Act [ERISA]).

We have not yet heard whether there will be structural Committee/Subcommittee changes in the Senate. Senator Nancy Kassebaum (R-KS) will chair the full Committee, but Subcommittee Chairmen have not been announced. DPP will update you as soon as we can. ■

IDEA *from page 1*

Republican freshmen and distributed briefing papers on a variety of issues to facilitate their transition to Congress.

IDEA has allowed students with disabilities to achieve personal and professional goals, CEC asserted. Since the passage of IDEA, students with disabilities who receive appropriate services achieve measurable successful outcomes. The rate of full-time competitive employment for youth with disabilities 5 years after high school has risen to 43%, compared to 46% for the general population.

CEC also challenged Heritage's statement that schools overidentify children as disabled to increase their share of federal dollars. Currently, the federal government gives states approximately $400 per child receiving special education services. However, that amount fails to come near covering special education expenses—from $7,000-$10,000 per student.

"IDEA must stand as the rock of stability in its declaration of the fundamental and unchanging rights and protections for children with disabilities and their families," says CEC President Pam Gillet.

CEC also repudiated charges that IDEA is a federally mandated law that incurs additional expenses for states. That students with disabilities have a constitutional right to a free and appropriate education was determined by the courts in the 1970s, not by IDEA, CEC clarified. Without IDEA, states would still be required to provide educational services to children with disabilities.

CEC Appropriations Recommendations for Some Federal Special Education Programs

Program (in millions)	FY '95 Approp.	CEC Recom.
State and Local Grant Program (Part B)	$2,322.92	$3,322.92
Preschool Grants	360.27	670.80
Early Intervention Grants, Part H	315.63	376.00
Deaf-Blind Programs	12.83	29.20
Regional Resource Centers	7.22	11.05
Severe Disabilities	10.03	12.70
Early Childhood Education	25.17	40.71
Emotional Disturbance	4.15	11.50
Postsecondary Ed. Programs	8.84	11.93
Secondary Education & Transition Services	23.97	49.65
Innovation & Development	20.64	33.20
Special Education Technology	10.86	15.00
Parent Training	13.54	17.60
Gifted and Talented Grants	9.52	20.00

*With the exception of the formula programs (State and Local Grants and Preschool Grants) and the Early Intervention Program, the figures used for CEC's IDEA appropriation recommendations are the last available authorization figures enacted by Congress in a bipartisan agreement

The Federal Outlook

The Perfect Vehicle for Educating the 104th Congress

CEC's Department of Public Policy (DPP) has worked diligently to give Congressional leaders the information they need to support special education programs. DPP revamped its annual *Federal Outlook for Exceptional Children* so the book would serve as an education piece for Congressional members, informing them about the federal programs that currently exist for children with exceptionalities and the important needs that are met by each of the programs. The book also includes CEC's FY 1996 budget recommendations.

Some of the major issues the *Federal Outlook* discusses are:

IDEA Is Not an "Unfunded Mandate"

The 104th Congress has indicated that it will focus on federal programs it calls "unfunded mandates"—requirements the federal government imposes on state and local governments without accompanying funds. Because the federal government is currently contributing only 8% of the average per pupil expenditure (APPE) under IDEA instead of the 40% that Congress originally promised, the Act is often unfairly criticized as an unfunded mandate.

The *Outlook* explains that the federal government is not "mandating" educational services to children with disabilities. A number of critical court cases in the 1970s decreed that the responsibility

Continues on page 10

Cultural Competency for Everyone

BY CONNIE THOMPSON

Hearts are melting with the thought of Cupid shooting an arrow at a loved one. Or are they? St. Valentine's Day is an annual tradition in North America, but what if we lived in Iceland, South Africa or China? Are hearts waiting for Cupid there, too?

Cultural competence not only means recognizing differences in language and tradition, but extends to an understanding of individual backgrounds and culture. It is the artful balance of finding similarities and appreciating differences. Special education is a field where cultural competency is essential. To enhance your cultural competency, Student CEC is sponsoring Multicultural and Ethnic Diversity Month in February. Read on for a list of suggested activities you can plan for this celebration.

Multicultural Activities for Educators

- Plan a program involving different speakers from the various student groups at your college or university. Ask each speaker to share his or her views on education, university policies, tolerance, cultural heritage, and traditions. Check with the cultural or international center on your campus for a list of student groups and potential speakers. Invite members of these groups to attend the program.
- Survey the schools in your area to identify issues that might be affecting the local community. Divide your chapter members into teams, create a curriculum addressing these issues, and offer to share this curriculum with the schools. Colorado State University sponsors a *Calling All Colors* program where they invite school children to come to a 1-day workshop and engage in various activities that allow them to explore their feelings and share their experiences about racial issues.

  This idea was started in 1991 by Anisa Kintz, a 9-year-old in Conway, SC. For a 15-minute video about the program contact the Center for Education and Community in Conway, SC, at 803/349-2672.
- Publish a parent "cheat" sheet. Parents are often overwhelmed with the technical terms used by professionals during IEP conferences. During a chapter meeting look through a sample IEP and identify words that could be problematic to any culture not familiar with special education. Create lay-person's definitions for each term and distribute them to area schools as tools for parents to use.
- Plan a festival of cultures and ask your chapter members to contribute by researching special education in other countries.

  For example, is it interesting to know that in Romania children can only have their hands on the desk when writing, otherwise they are tied behind their backs? What is the job of the special educator in Turkey? Share this information with your chapter members. Invite members of the education community to participate as well.
- Create a cultural quilt. Bring a group of students together for a day of activities. Spend the morning playing games and discussing diversity. In the afternoon, ask each student to create a quilt square reflecting his or her cultural heritage. Piece together the quilt and hang it in a local mall or community center.
- Get copies of the textbooks used in your local schools and evaluate them for their inclusion of diversity. Check to see if issues are presented from various sides. Look for pictures of culturally diverse individuals and check to see if these pictures are representative or stereotypical. Review the authors of articles and stories to ensure that they represent a wide range of cultures.

These are just a few ideas you can use to celebrate Multicultural and Ethnic Diversity Month. The most important activity you can do is to bring about awareness and appreciation for the individual heritage that makes up your community.

Multicultural Snapshots

If you don't have time for a big project, here are some simple ideas as well:

- Plan a "culture share" and ask each person to share something from their family or explain how they celebrate a family tradition.
- Learn to say "hello" in several languages.
- Listen to music from different cultures.
- Write the words "Children are special" in several different languages and post them around your campus. ■

Connie Thompson is a student at the University of Oklahoma where she serves as chapter president. She is also the association president for Oklahoma and a mother of two.

Children Are Exceptional—in any language!

- **Les enfants sont exceptionnel.**
  French
- **Ninos son excepcionales.**
  Spanish
- **Criancas sao exceptionais.**
  Portugese
- **Ta taiidia einai exeretica.**
  Greek
- **Becha anmol ha.**
  Hindi
- **Kinder sind ausstehend.**
  German
- **Ang mga bata ay katangi-tangi.**
  Tagalog (Philippines)
- **I bambini sono eccezional.**
  Italian
- **Barn er eksepsjonelle.**
  Norweigan
- **Nikjagra ke hikiske pirianin.**
  Winnebago

multicultural

Focus On: African-American Exceptional Learners

CEC's Black Caucus of Special Educators is celebrating its 25th Anniversary with a special strand, "25 Years Later: Where Are We in Educating African-American Exceptional Learners?" at CEC's annual convention.

The sessions, led by noted educational experts, present a comprehensive look at the environmental, educational, and social factors that impact the educational growth of exceptional African-American students. This comprehensive group of workshops includes:

- **Restructuring and Reforming: "Rat-Race" for Excellence or Failure**—Examines educational reform and its impact on exceptional African-American students.
- **Policy and Legislation: Implications for African-American Exceptional Learners**—Presents legislative and policy changes needed to ensure exceptional African-American students receive appropriate educational services.
- **Culturally Responsive Interventions: Paradigms for the Future**—Three different sessions present an exciting yet practical look at educational practices that help this special population succeed:

Behavioral Problems or Behavioral Disorders: Where Have We Failed?—Reviews current educational practices and presents effective alternatives.

Curriculum for African-American Learners Who Have Cognitive Disabilities—Includes learning strategies and teaching practices to be integrated into curriculum, and examines African-American environmental and child rearing practices and that can impact teacher/student interaction.

Curriculum for African-American Learners with Gifts and Talents—Focuses on techniques educators can use to help students discover and develop their unique gifts and talents and examines the social, emotional, and psychological issues facing gifted African-American students. Includes engaging family members in meaningful dialogue.

Don't miss these insightful, practical, and informative workshops, April 7, 1995, in Indianapolis, IN. ■

Wish List for the Special Education Historical Collection

CEC recently discovered a list of documents suggested for the Special Edition Collection. The following titles are missing from the collection. If you can help, please contact June Robinson, 306/681-0674.

Adjustment of the School Organizations to Various Population Groups. McDonald, R.A.F. 1915. New York: Teachers College, Columbia University.

Brightness and Dullness in Children. Woodrow, Herbert Hollingsworth. 1919. Philadelphia: J.B. Lippincott Co.

Care and Education of Crippled Children in the United States. Solenberger, Edith Gertrude (Reeves). 1914. New York: Russell Sage Foundation.

Classes for Gifted Children and Experimental Study of Methods of Selection and Instruction. Whipple, Guy Montrose. 1919. Bloomington: Public School Publishing Co.

Classroom Problems in the Education of the Gifted. Henry, Nelson (Ed.) 1920. Nineteenth yearbook of the National Society for the Study of Education, Part II. Chicago: University Press of Chicago.

The Deaf: Their Position in Society and the Provision for Their Education in the United States. Best, Harry. 1914. New York: Crowell Co.

The Educational Treatment of Defectives. Nash. 1919. The Training School Bulletin. November 1, 1919. pp.113-131.

Look for more items needed for the Archives in upcoming issues of CEC Today.

canada

Manitoba CEC Gives Education Guidelines Mixed Review

While Manitoba CEC found much to applaud in the Manitoba Education and Training Department's proposed educational guidelines, *Renewing Education: New Directions*, it also identified policies that could be detrimental to special education students. The guide outlines 15 "Actions" for the renewal of schools and schooling, including establishing foundation skill areas for all subjects and compulsory testing.

Manitoba CEC is concerned that if the guidelines are accepted as is, many special education students are at risk—a result of inappropriate expectations in core subject area content and mandated provincial standards and tests. In addition, Manitoba CEC fears the guidelines will be used as a blueprint for action rather than a basis for discussion, as the paper is the only formal governmental direction for special education.

"If *New Directions* is implemented as proposed, a less kind and gentle educational experience may result," says Manitoba CEC. "Students (and parents and teachers) who should consider individualized programming will feel compelled to struggle with inappropriate core subject area content. This, combined with provincial standards and tests mandated by the guidelines, provide a recipe for student frustration and failure."

However, the plan also makes some major steps in the right direction, such as its emphasis on open planning and parental involvement, said Manitoba CEC.

Other Actions set forth in *Renewing Education* include:

- Establishing "Advisory Councils for School Leadership," in which parents will play a central role.
- Providing statements of expectations and rights for school boards, principals, teachers, parents, and students.
- Commitment to distance education and technology.
- Commitment to review teacher education and certification. ■

Division Focus

CASE

The Council of Administrators of Special Education

CASE elections are underway with nominations submitted to Past President Jack Freehill for the positions of Secretary and Canadian Representative to the CASE Executive Committee. Results will be announced at the CEC convention. Nominations have also been received for the Outstanding Administrator Award and the Harrie M. Selznick Award.

Mark your calendar for the CASE International Conference on Public Policy in Special Education, to be held November 16-18, 1995, at the Red Lion Inn's La Posada Resort, in Scottsdale, AZ. This promises to be our best Public Policy Conference ever, so be sure it's in your budget for next year! A preliminary program will be available next month.

CASE continues to work with CEC on IDEA reauthorization and to address the issues of shortages of related service personnel, especially speech and language pathologists.

And, CASE is soliciting manuscripts for the fall 1995 issue of *CASE in Point*, particularly in the areas of school restructuring, school reform, and a unified system of education. Manuscripts, due by April 1, 1995, may be submitted to the CASE office, 615 16th St., NW, Albuquerque, NM 87104.

CEC-DR

The Division for Research

CEC-DR and the Ad Hoc Committee on Research are taking a proactive role in the reauthorization of the Individuals with Disabilities Education Act (IDEA). Stay informed and get involved during this exciting, critical time for research in special education. Contact Laurie U. deBettencourt, 910/334-4120 or Russell Gersten, 503/342-1553 to help us prepare for our role in IDEA's reauthorization.

CEC-DR is very excited about our presentations for CEC's annual convention in Indy. The CEC-DR Showcase session, "Special Education Misinterpretations and Misconceptions: Research for Reshaping Our Understanding," is scheduled for April 6, 1995, 1:15 pm -3:30 pm. The CEC-DR Board will meet April 7, 1995, followed by the business meeting and social. The Ad Hoc Committee on Research will also meet on April 7, 1995, from 2:15 pm-4:00 pm.

DCCD

The Division for Children with Communication Disorders

DCCD is searching for a DCCD member to assume the editorship of the *Journal of Childhood Communication Disorders*. Applicants must have been a member in good standing for at least 5 years; be able to provide leadership; recognize essential topics that will stimulate positive improvement in childhood communication; demonstrate experience in helping authors prepare articles for publication; coordinate and work cooperatively with other editors and the CEC staff; and maintain the *Journal* as a publication of high quality and reputation. For information, contact Betty Schultze, DCCD Publications Chair, 3849 Hermitage Lane, St. Peters, MO 63376, 314/441-0139.

DCDT

Division on Career Development and Transition

On October 19-21, 1995, Raleigh, NC, will host the biannual DCDT Conference, "Spectrum of Career Development: Focus on the Individual." Supporting strands include:

- Career/vocational assessment.
- Career development and transition planning.
- Programs for youth at risk.
- Family partnerships.
- Multicultural perspectives.
- Person-centered planning and services.
- Leadership issues.
- Networks and supports for community adjustment.
- Policy and legal issues.
- Self-advocacy and decision-making.
- Technology application.

For information, contact: DCDT Conference, Division of Continuing Education and Summer School, East Carolina University, Greenville, NC 27858-4353.

DISES

The Division of International Special Education and Services

DISES President Bill Berdine announces that DISES is now incorporated as a 501 (c) 3 not-for-profit-corporation. The corporate entity is known as the International Special Education Services, Inc. (ISES, Inc.). The initial ISES Board of Directors are: Carmen Iannaccone, Chair; Judy Smith-Davis, Secretary; and William H. Berdine, Treasurer.

At the April 6, 1995, DISES Executive Board meeting in Indy, additional details regarding ISES will be discussed and finalized. Protocols for grant operation under ISES and other related fiscal matters will be addressed as well as the appointment of DISES members to the ISES Board of Directors. All DISES members are encouraged to attend.

DISES extends a big thank you to Iannaccone for pursuing the incorporation process.

Also, DISES is gearing up for the Fourth International Special Education Congress (ISEC '95), Birmingham, U.K., April 10-13, 1995. Representatives from more than 60 countries will share ideas on how to achieve "Education for All." For information, contact Bob Henderson, 1310 S. Sixth, Champaign, IL 61820, 217/333-0260 or bob-h@uiuc.edu.

DLD

The Division for Learning Disabilities

DLD/CEC invites you to participate in "Responsible Inclusion: A DLD Teacher Institute," July 9-11, 1995, in Asheville, NC. This in-depth, interactive teacher institute provides practical strategies for teaching students with disabilities in the general education classroom.

The institute is designed so that special and general education partners work together to find solutions for collaboration and inclusion. Workshop presenters include such well-known educators as Jeanne Bauwens, Anita DeBoer, Wendy Dover, Toni Downey, Susan Fister, Cathy Kea, Suzanne Robinson, Dee Ann Sehnert, Kim Short, Fred West, and Judy Wood. Opening and closing sessions will feature Judy Heumann, Tom Powell, Deborah Speece, and Mary Ann Tharin.

In the spirit of collaboration, participants are to register in general and special education pairs. Registration is limited to 100 pairs. Cost: DLD/CEC member, $295 per pair. Non-DLD/CEC member, $425. For information, call 800/224-6830. For hotel information, call 800/333-3333 or 704/252-8211.

TAG

The Association for the Gifted

TAG and TAM are joining forces to bring educators, service providers, and parents "A Vision of the Future of Education: The Marriage of Genius and Mastery." The symposium, to be held April 5, 1995, at CEC's annual convention in Indianapolis, IN, features George Leonard, author of two highly influential books, *Education and Ecstacy* and *Mastery*. His new book, *The Life We Are Given*, is to be published this spring.

Attendees will participate in a stimulating and exciting exchange of ideas, learn the latest teaching strategies, and preview educational technologies. Leonard will present his unique vision for the future of education—one that evokes the genius in every person. TAG and TAM expert panels will critique Leonard's groundbreaking ideas and add their predictions for new educational advances. The workshop concludes with a lively give-and-take among participants, who will form small task groups to develop their own perspectives.

Registration is limited. For information, contact Suzanne Richert, 609/266-7613.

TAM

The Technology and Media Division

TAM has teamed up with the Florida Assistive Technology Impact Conference for its annual Technology and Media Conference. To be held March 2-4, 1995, in Orlando, FL, the conference provides a novel look at the impact technology has on facilitating the inclusion of students with disabilities. In addition to more than 200 sessions, the conference includes a "hands-on" assistive technology lab (featuring innovative technologies including augmentative and assistive devices), and exhibits. Plus, the TAM/FATIC conference runs concurrently with the Florida Education Technology Conference (FETC), March 2-6, 1995, giving attendees access to an additional 300+ sessions on educational technology applications. For information, contact Jeffrey Fitterman, 813/872-5281.

TAM will also serve on a joint TAM/TAG panel at the symposium on the future of education at the upcoming CEC National Conference in Indianapolis. See the TAG Division news for further details.

And, Kansas, Texas, and Illinois are forming TAM subdivisions! Anyone interested in forming a TAM subdivision should contact Louise Wilson or Pat Schubert, c/o TAM, CEC, 1920 Association Dr., Reston, VA 22091.

Divisions Show Record Growth!!

In the past year, CEC's Divisions have shown phenomenal growth—a testament to their hard work and responsiveness to today's educators, paraprofessionals, and parents. Our divisions report membership of more than 62,000. Congratulations to our Divisions and our members who continue to add to their knowledge and expertise through CEC activities and events.

Division	11/30/93 Membership	11/30/1994 Membership	Percent Change
CASE	4,765	4,875	+ 2.3%
CCBD	8,537	8,883	+ 4.1%
CEC-DR	1,060	1,053	- 0.7%
CEC-PD	390	390	0.0%
CEDS	1,537	1,597	+3.9%
DCCD	2,426	2,545	+ 4.9%
DCDT	1,780	2,209	+24.1%
DDEL	1,319	1,466	+11.1%
DEC	7,057	7,019	- 0.5%
DISES	830	921	+11.0%
DLD	13,832	14,348	+ 3.7%
DPHD	1,458	1,459	+ 0.1%
DVH	933	982	+ 5.3%
MRDD	6,852	7,579	+10.6%
TAG	1,764	2,110	+19.6%
TAM	1,486	1,644	+10.6%
TED	2,814	2,907	+ 3.3%

Technology, *from page 1*

But the field is still in its early stages of development and questions concerning its use, application, legal requirements, and effect on the teacher and the classroom abound.

"Technology is one of the most significant things we turn to to empower the student," says J. Emmett Gardner, Chair of TAM's Research and Evaluation Committee. "We are moving from the word processor to relying more on technology to ehance students' sensory, physical, and cognitive abilities...But, the field is still forming the answers to all the questions."

Assistive Technology vs. Instructive Technology

One of the biggest areas of confusion lies in the very definitions of assistive and instructional technology. Assistive technology is usually considered to be devices that help students with physical or sensory impairments compensate for their disability. However, the Technology-Related Assistance for Individuals with Disabilities Act defines assistive technology as "any item, piece of equipment, or product system, whether acquired off the shelf, modified, or customized that is used to increase, maintain, or improve functional capabilities of individuals with disabilities."

The phrase "to increase, maintain, or improve functional capabilities" is key, says Joel Mittler, TAM's Political Action Network Coordinator. If a teacher uses a computer program to help a student master a skill, that can be interpreted as "improving functional capabilities." Then the computer program can be termed assistive rather than instructional technology.

Other professionals draw a more specific distinction between the two terms. Assistive technology can be interpreted to mean a device that is centered on the individual—the student uses it to enhance his or her own learning and/or interact with others in the environment. Instructional technology occurs when a teacher uses computers and technological devices to deliver instruction, according to Gardner. How-

Continues on page 13

IDEA, *from page 5*

for educating students with disabilities rests with states and local school districts. IDEA was drafted partially to help states meet the financial burden of meeting their constitutional responsibilities.

CEC believes there is a clear federal role in the education of children with disabilities. It is in the interest of the entire nation to ensure students with disabilities receive the services they need to become productive and contributing members of society, says Joseph Ballard, CEC's Director of Public Policy.

CEC firmly believes IDEA maintains the federal and state partnership for reaching this goal.

Highlights of CEC's Funding Recommendations

With its FY 1996 *Federal Outlook*, CEC shows Congress that money spent now on all children—including those with exceptionalities—is worth the rewards they and the country receive in the long run. Some of CEC's fiscal year 1996 funding recommendations for programs under IDEA as well as the Jacob K. Javits Gifted and Talented Students Education Act include:

Part B State and Local Grant Program

Part B is the central vehicle through which the federal government maintains a partnership with states and localities—and provides funding—for an appropriate education for children with disabilities who require special education and related services.

CEC recommends a $1 billion increase in the State and Local Grant Program for a total of $3,322.9 million for FY 1996. With many state and local governments experiencing severe cutbacks, it is increasingly difficult for schools to provide special education services. An appropriation of $3.32 billion would increase the federal contribution to 11% of the APPE, which would reaffirm the federal government's commitment to meeting the needs of children with disabilities.

The Preschool Grants Program

The Preschool Grants Program (Section 619 of IDEA) expands the requirement of free and appropriate public education (FAPE) to include all eligible preschool children. Since 1987, the number of children served has increased from 260,000 to an estimated 447,200 in school year 1994-95.

CEC recommends $670.8 million for Preschool Grants in FY 1996, an increase of $10.5 million In this program's recent reauthorization, Congress reaffirmed its support for the Preschool Grants program by changing the authorizing formula from $1,000 to $1,500 per child served. The number of children eligible for services continues to grow past U.S. Department of Education estimates. An appropriation of $750 million would ensure states will be able to provide preschool-aged children with disabilities with the education services they need.

Part H, Early Intervention Program

Part H of IDEA provides grants to states for early intervention programs for infants and toddlers with disabilities, ages birth-2 years. In 1991, Congress reauthorized the program for 3 years and amended it to include provisions to increase participation of underserved populations and enhance services to the "at-risk" populations.

CEC recommends an appropriation of $376 million for the Early Intervention Program for FY 1996, an increase of $60.4 million. Congress enacted the Early Intervention program after gathering evidence showing the importance of the earliest possible intervention for infants who are developmentally delayed or at risk of becoming so. As more states fully implement this program, the number of children eligible for services has grown, making an increase of funding for the program crucial.

States counted on a financial partnership with the federal government when opting to participate in the Part H program. Congress must live up to its commitment by providing enough funds to ensure every eligible infant and toddler receives the services she or he needs.

For a summary of CEC funding recommendations for programs for exceptional children, see box on page 5.

The Jacob K. Javits Gifted and Talented Students Education Act

The Jacob K. Javits Gifted and Talented Students Education Act is designed to encourage the expansion and improvement of educational opportunities for the nation's estimated 2.5 million identified gifted and talented children and youth, approximately half of whom presently receive no special services. The program places a priority on identifying and providing services to children who have not been identified through traditional assessment methods, such as disadvantaged, limited English proficient, and gifted children who have disabilities.

As the only federal program designed to address the education of gifted and talented children, the Javits program fulfills an important role. We must be willing to provide all students with the services they need to receive a challenging and rewarding education. However, under the current funding level, the Department of Education can only fund 5% of the proposals it receives. With this in mind, CEC urges the Congress to appropriate $20 million, an increase of $10.48 million, for FY 1996. ■

DPP and PAN Working Together

Because there are so many new members of Congress and a member's constituent is often better able to "catch the ear" of Congresspersons than those working in Washington, CEC's DPP has enlisted the support of its Federation and Division Political Action Network (PAN) Coordinators to help distribute the *Federal Outlook* and educate the members in their state and congressional district.

We aim to have PAN visits completed by the end of February. DPP will also work with congressional members who will oversee the programs affecting students with exceptionalities.

CEC looks forward to working with the 104th Congress to ensure the federal commitment to special education programs. Contact DPP for more information about the *FY 1996 Federal Outlook*, 703/264-9498.

CEC Archives Offers Insights, Inspiration

Step into the CEC archives, and you'll discover a treasure chest of CEC tradition, special education milestones, and a legacy of caring.

There you'll find a long history of people like yourself, who have fought for the advancement of children with exceptionalities. You'll find the same spirit, feistiness and plain stubbornness that propelled you into this field— and keeps you there. And you'll find you're part of a long line of people who have made a real difference in the lives of others.

"The CEC archives gives people a true perspective of what we do and how far we've come," says June Robinson, CEC historian. "It can be a real tool for people who are studying special education and a source of awe and inspiration for anyone involved with special children."

The high points, low points, debates and discussions are all recorded in the Government Records. The determination of special educators fighting for Public Law 94-142—and their smiles when it was passed. The prolonged struggle to ensure every special education student receives an Individualized Education Program (IEP), and a copy of the bill making the IEP a law. The push to make vocational education available to students with disabilities and a federal mandate giving students that opportunity. The movement to guarantee gifted students the right to special services, the set disappointed eyes when it failed— and the plans for future success....

A tour through CEC's convention records reveals educational trends and cycles that resurface again and again. Inclusion—or regular education initiative or least restrictive environment or mainstreaming—it's been around for a long time. As has work prep, which evolved into voc ed, which evolved into transitioning.

Or, take a look into the "dark ages" of special education. CEC's Special Historical Collection contains special education books written before 1940.

And the CEC Publications section gives you a comprehensive look at the advancement of special education initiatives and teaching strategies. You'll find the very first edition of the *CEC Journal* and all our subsequent publications.

You can also explore CEC's growth. Materials about each of the divisions and copies of most of their publications are housed in the archives.

Next time you're at CEC Headquarters, take some time to visit the Archives. You'll discover much more than the history of CEC. ■

See box on page 7 for the CEC Archives Wish List.

CEC honor roll

Wynne Begun, former president of CEC's Division on Career Development and Transition and member of CEC Chapter #436, received the Kansas Federation Award of Excellence for her many contributions to education and outstanding preparation of students for the future.

Connie Heinen, assistant principal of Atchison Middle School and member of CEC Chapter #204, received the Educator of the Year Award for her numerous innovative programs to help solve community problems.

Sondra Sewell, president of the Kansas State Student CEC Chapter and the Kansas Student CEC Chapter, won the Kansas Federation's Outstanding Student Award.

Cassandra Rosado, one of CEC's policy specialists, has been elected to serve on the Executive Board of the Committee for Education Funding (CEF). CEF is a coalition of more than 80 education organizations that fight for more funding for all education programs.

EXTRA credit

TV Channel for Americans with Disabilities—24-hour TV channel dedicated to information and entertainment of individuals with disabilities. Available April 1, 1995, to anyone with a satellite receiver.

Free Medication Hotline—The Pharmaceutical Manufacturer's Association sponsors a hotline for individuals who may qualify to receive free medication from participating companies. Call 800/762-4636 for information.

Supplemental Security Income (SSI)—Eligibility requirements for children with disabilities to receive SSI have changed. Call your nearest Social Security office or 800/772-1213 for information.

IBM Discount for Individuals with Disabilities—IBM PC hardware is available at a substantial discount to persons with disabilities. For information, call 800/426-7630.

Down Syndrome Video—*Your Baby Has Down Syndrome* introduces people to Down syndrome. The video gives parents and professionals factual advice, as well as insights into the emotional journey families experience with children with Down syndrome. $15. The Mackenzie Sara Noca Charitable Trust, PO Box 14135, Pittsburgh, PA 15239.

National Information Center for Children and Youth with Disabilities (NICHCY)—NICHY has developed a number of new FREE publications, including a News Digest, Assessing Children for the Presence of a Disability, and Bibliographies. Call 800/695-0285, or write NICHCY, PO Box 1492, Washington, DC 20013.

Travel Opportunities for Educators—Professional educator leads teacher groups on low-cost tours. The summer '95 tour to Poland/Germany will commemorate the 50th Anniversary of the end of WWII. Opportunities to visit schools and educators will be available. Call Peter Santos, 413/567-3046.

What's Next for African-American Exceptional Learners

BY BRIDGIE ALEXIS FORD AND
FESTUS E. OBIAKOR

Despite federal mandates to promote nondiscriminatory educational services and practices, the present state of affairs reveals that African-American learners are still confronted with multidimensional problems.

African-American youth and other culturally diverse learners remain disproportionately represented in special education programs for students with cognitive and/or behavioral difficulties while having limited access to services for learners with gifts and talents. In addition, many administrators, educators, and service providers who design and implement services for African-American youth appear unprepared or ill-prepared to provide those services for this population.

The 1954 *Brown v. Topeka Board of Education* case created optimistic feelings that systemic exclusion and inequitable separate educational policies and programs will never be "legally" condoned. However, we still see what Jonathan Kozol calls "savage inequalities" in programmatic funding for some segments of our society.

Presently, the burning educational issue is inclusion. We wonder if this is "an old wine in a new bottle or a new wine in an old bottle." Will inclusion maintain the traditional status quo of inequity for African-American learners and their families and communities?

Though some progress has been made, we cannot ignore or deny the racial and political "game-playing" that continues to permeate the referral, assessment, identification, categorization, placement, and teaching of African-American learners. These games are destructive to African-American learners—and to society at large. They fail to support the cost-effective nature of appropriate educational services. The result is simple—we pay now, or we will pay later.

Ensuring Effective Special Education Practices

To promote effective educational practices for African-American youth and other culturally diverse learners, present educational delivery systems must be reworked. The current reform movement may benefit African-American learners by helping parents understand special education laws, including multiple perspectives in teacher-training programs, and expanding teaching techniques.

However, these advantages will be plausible only when we resolve the endemic problems facing African-Americans in educational settings. Some strategies to address these problems include:

Ensure Professional Standards Include Adequate Cultural Knowledge

Educators' knowledge base must include culturally responsive services and learning environments (e.g., curricula; teaching strategies; positive physical environments; appropriate pre-referral, referral, and assessment practices; positive teacher-student interactions; and effective inclusion of community resources).

Recruit and Retain African-American General and Special Educators and Service Providers

Students must be exposed to many different cultural voices in their educational years, from early childhood through university levels. In addition, these voices must be an integral part of national, regional, and local organizations, as well as advisory boards and committees, workshops, and seminars.

Create School and Community Networks That Empower African-American Parents

We must invite parents, guardians, and communities to actively participate in the development of programs and services for African-American students. Collaboration, cooperation, and consultation between these groups and the schools will empower African-American parents and positively impact the education of their children.

Enact Effective Change

To positively impact the advancement of African-American learners, educational change must be meaningful and goal-oriented.

Foreshadowing the Future

As we advance into the 21st century, we must create genuine school/parent/community linkages. Schools and professionals can make a difference, but they must be equipped and prepared with the necessary tools and knowledge.

CEC appears to be on the cutting edge. It has contributed to the promotion of effective services in several ways. For instance, the strand, "25 Years Later: Where Are We in Educating African-American Exceptional Learners?" to be presented at the 1995 CEC convention, will offer a wide range of culturally responsive interventions and strategies.

CEC and its Division for Culturally and Linguistically Diverse Exceptional Learners also works to enhance the educational opportunities of this special population through conferences, workshops, and publications. ■

Viewpoint reflects the opinions of individuals. Your comments are welcome!

Bridgie Alexis Ford is a Professor of Education at the University of Akron in Ohio and member of CEC Chapter #138. Festus E. Obiakor is an Associate Professor of Special Education at Emporia State University in Kansas and a member of the Kansas Federation. Ford and Obiakor will co-lead a multicultural strand at CEC's 1995 convention.

Technology *from page 9*

ever, Gardner cautions that the two work hand-in-hand and cannot truly be separated from one another.

Technology and the Law

Currently, every student in the U.S. has the right to be evaluated for assistive technology, according to the Individuals with Disabilities Education Act (IDEA). If a need for such a device is established in the student's Individualized Education Program (IEP), the school must provide the technology at no cost to the parents. And, if the IEP team determines the student would benefit from the technology at home, the student must be allowed to take it home.

The implications of these laws can be far-reaching. For example, who on the IEP team is responsible for determining whether a student would benefit from assistive technology—or who should suggest such an evaluation? If teachers carry that responsibility, how much are they required to know about available technologies and their application?

Other questions that arise include, is it appropriate to provide all students with access to computers to help them with written language? Or, can parents ask for a computer in their child's classroom?

Though some states are trying to develop guidelines, thus far many states have been slow to address these questions, said Mittler. A lack of training of teachers, information, and resources have kept them from actively working to establish policies and increase the availability of assistive technology, he explained.

Making Technology Work for You and Your Students

The key to teaching through technology is to integrate it into the instructional program, said Dave Edyburn, TAM's vice president. The first step to consider is, "What are the needs of my students?" Gardner added. Then educators should determine things they do persistently in the classroom that involves or could involve technology.

Gardner suggested that educators develop "electronic tool kits"—5-7 programs they know well and will use in an instructional context in their class. To be successful, technology must be used consistently and purposefully, he said.

Applications for Students with Mild Disabilities

Though assistive technology has been revolutionary for individuals with physical and sensory impairments, 75%-80% of our students have mild disabilities. Use of instructional technology for these students is more subtle but can be just as effective, according to Gardner.

Examples include:

- Outlining: The outline function of word processing software lets students set out major ideas or topics and then add subcategories of information.
- Note Taking—Notes can be duplicated by using a copy machine, lectures recorded or videotaped, or notes read by a voice synthesizer.
- Writing Assistance—In addition to spell/grammar checks, dictionaries and thesauruses, word processors can provide Macros, which record keystrokes in a file to be used repeatedly. Macros help with spelling, repetitive strings of words, and formatting.
- Productivity—Calculators, spreadsheets, databases, and graphics software can help students calculate, categorize, group, or predict events. Personal Digital Assistants (PDAs) use a small keyboard or graphics-based pen input for notetaking. Some translate hand-printed material to computer readable text, which can be edited with a word processor and transmitted to a computer.
- Access to Reference Materials—Computers and modems give students access to electronic encyclopedias, library references, and online publications.
- Cognitive Assistance—Multimedia CD-Rom-based programs read text, define words, and give syllable pronunciations. Available in English and Spanish.

From Assistive Technology for Students with Mild Disabilities *by Michael M. Behrmann, available through the ERIC Clearinghouse on Disabilities and Gifted Education. For information, call 800/328-0272.*

For more ideas on using technology for students with disabilities, see TEACHING Exceptional Children, *Spring 1995.*

New Developments to Look For

Some of the new technologies that will make their way into our classes include:

Portability—Laptop computers allow students to access word processing, encyclopedias and other information retrieval systems, and CD Roms from one location.

Computer Stations—Laptop computers that contain built-in voice synthesizer with alternate input capabilities (inputting information by a device other than the keyboard); telecommunications capabilities that allow students to access the Internet.

Higher End Augmentation Devices—Voice output devices will also become computer input devices, allowing students to learn only one system for communication that gives broader access to information and communication.

Virtual Reality—Used to teach students how to power wheelchairs and negotiate the environment before they get into a real situation—or experience Newton's Laws of Gravity.

Multimedia—Multimedia capabilities allow students to perform sophisticated chemistry experiments on the computer, thereby blowing up the lab on the computer instead of in reality!

Join the Technology Revolution

CEC provides numerous opportunities for you to learn about new advances in educational technology. TAM offers members technology workshops, conferences, and publications. TAM's upcoming conference, March 2-4, 1995, in Orlando, FL, offers more than 200 sessions, a technology lab, and exhibit hall.

Plus, CEC's annual convention, April 5-9, 1995, in Indianapolis, IN, will host a series of technology sessions. For information, see page 12 of your Convention Preview brochure.

CEC's Publications Department also reports on technological issues in our journals, books, and videos. And the ERIC Clearinghouse on Disabilities and Gifted Education offers resources on technology and its applications. ■

CEC: Your Resource for Professional and Ethical Questions

What are your professional responsibilities for team teaching assignments?

CEC receives many queries concerning professional and ethical standards. Following is an example of the information we can provide you concerning current issues and practices.

Dear CEC:

I have been a successful resource room special education teacher for 6 years at a local high school. I have received superior ratings, as well as letters from many parents expressing appreciation for the difference I have made in the lives of their children.

I have just been asked to team-teach a biology class of 32 students. I have worked only with students with learning disabilities, the area of my training and certification. Two of the children in the biology class have been identified as having severe multiple disabilities. I have no training or certification to teach high school science or children with severe disabilities, nor have I had any coursework or experience in co-teaching.

Is it ethical for a special educator to teach students or participate in a program for which he or she is not professionally prepared?

The CEC code of Ethics for Educators of Persons with Exceptionalities states that "special education professionals work within the standards and policies of their profession." CEC Standards for Professional Practice requires that "professionals practice only in areas of exceptionality, at age levels, and in program models for which they are prepared by their training and/or experience."

Since this special education teacher does not have the training or experience to appropriately serve students with severe disabilities and to effectively function in the program model to which she or he is being assigned, it would be unethical to accept the assignment.

If the special education teacher wishes at some point to accept this assignment, what obligations would the teacher or the school district have before this occurs?

The CEC Standards for Professional Practice state that "special education professionals systematically advance their knowledge and skills in order to maintain a high level of competence and response to the changing needs of persons with exceptionalities by pursuing a program of continuing education..."

The Standards further state that "professionals in administrative positions support and facilitate professional development." Thus, before accepting such an assignment, the teacher should obtain professional development that would provide the knowledge and skills to appropriately serve the students with severe disabilities and work effectively in a co-teaching program. The school system should support and facilitate the teacher's efforts to obtain such professional development.

CEC Standards for Professional Practice in Special Education, product #R5041, is available from CEC, 1920 Association Dr., Reston, VA 22091-1589, or 800/CEC-READ. Members $10/Nonmembers $14.30. ■

Do you have a professional development or ethical question you want addressed? Write to John Davis, Director of Professional Standards, CEC, 1920 Association Drive, Reston, VA 22091-1589, johnd@CEC.sped.org.

Inclusive Schools Institute
Building Partnerships for Diversity

NEW!
Regional
Event

Coming soon to your area!
Dallas, Texas February 16-18, 1995

Preregistration Tuition: Member: $189, Nonmember: $229
On-Site Tuition: Member: $228, Nonmember: $278
Materials: $35

Call Now! 800/224-6830

FREE Tuition for Your 5th Team Member! Call for details.
Ask About the ADD Workshop!

CEC

Have you received your Convention Preview?

CEC's 1995 Convention Previews are out. If you haven't received yours, please call the annual convention hotline:

800/486-5773.

CEC's 1995 Convention brings you the latest information and findings in:

- **Behavior Management**
- **Collaboration**
- **Transition, Personal/Social Skills**
- **Attention Deficit Disorder**
- **Effective Instruction**
- **Assessment**
- **Personal/Professional Development**
- **Cultural Diversity**
- **Early Childhood Education**
- **Public Policy**

Join educations' most respected leaders and your colleagues for this exciting, informative, and inspiring convention.

Gifted Symposium Unites Middle School and Gifted Educators

At CEC's Gifted Symposium, Jan. 8-9, 1995, gifted educators and middle school educators discovered they are closer to working together than they thought. With the help of several gifted students, they learned the middle school environment—one that employs a team of teachers who use flexible scheduling, interdisciplinary curriculum and advisory programs that meet the social and emotional needs of students—can also benefit the gifted.

With modifications, middle schools can provide challenging academics for gifted students. To achieve this goal, educators must:

- Provide a continuum of services so that each child learns to his or her capacity.
- Promote open and continued dialogue between educators.
- Clarify the definitions of middle schools and gifted services so that educators and parents understand the relationship between the two and how they benefit all students.
- Provide experiences for the gifted that others would find frustrating, of little interest, or too time-consuming.
- Consider how the efforts of advocates for middle schools or the gifted will affect other valid educational efforts.

"The middle school movement has a lot to offer gifted students," said Jim Gallagher of the National Association for Gifted Children. They provide a good start for gifted students, but it's often not sufficient to meet the challenges gifted students require, he added.

Paul George, a founder of the middle school movement, admitted he and others in middle schools have not attended to the unique intellectual needs of gifted students. They should receive the same benefits as other middle school students, a match between their knowledge and what they are being taught.

Differences still remain between these groups, but now they are working together. ■

Join the dialogue at our upcoming institutes, February 3-4 or 24-25, 1995. CAll 703/264-9463 or jaym@cec.sped.org for information.

Team Up for Success

CEC is presenting two very special workshops on collaborative teaching at its annual convention in Indianapolis, IN.

On April 5, 1995, Cynthia Warger, noted speaker and leader in educational reform, will show how teaming special and general educators allows teachers to include social skills in their daily instructional practice. Based on a model being implemented nationwide, Warger will give attendees a framework of instructional strategies that can be easily integrated with other subjects.

Through mini-lecture, activities, video examples from project sites, and discussion, attendees will learn how to implement these strategies in their own classrooms and deal with problem situations before they happen. Attendees will also be invited to participate in the *Social Skills Network*, an electronic bulletin board that links practitioners and teacher educators interested in social skills.

On April 9, 1995, Jane Asche, educational trailblazer, will demonstrate techniques to build collaborative relationships that will enhance educational outcomes for students and influence the direction of education in schools and communities. In addition, Asche will present a national network of resources you can call on to help you implement teaming strategies for collaboration between schools, businesses, and community agencies. This powerful workshop is free to those who have registered for the convention.

Make your teaching team a winning team. Plan to attend today! ■

Clip and Save

TAKE IT FOR *granted*

Education of Disabled Individuals: To examine alternatives for outcome assessment for children with disabilities. Deadline: February 23, 1995. To study models that bridge the gap between research and practice. Deadline: March 24, 1995. Eligibility: Public or private nonprofit organizations and agencies, state and local education agencies, and higher education institutions. Contact: Melville Appell, 202/205-8113.

Research for Persons with Disabilities Model Projects: To develop and disseminate interventions that eliminate barriers to disabled students' pursuit of science study and careers. Eligibility: Higher education institutions, state and local education agencies and public and nonprofit organizations and nonacademic groups. Deadline: Ongoing. Contact: Programs for Persons with Disabilities, 703/306-1636.

Rehabilitation Short-Term Training: To provide seminars, institutes, workshops, and technical instruction for vocational, medical, social and psychological rehabilitation services. Deadline: February 28, 1995. Eligibility: Public or private nonprofit organizations, including higher education institutions. Contact: Sylvia Johnson, 202/205-9312, or Beverly Steburg, 202/205-9817.

Deaf-Blind Interpreter Training: To train skilled interpreters to meet the communication needs of individuals who are deaf-blind. Deadline: February 28, 1995. Eligibility: Public or private nonprofit organizations, including higher education institutions. Contact: Victor Galloway, 202/205-9152.

CALENDAR OF CEC *events*

february

February 15-17, 1995
CASE Institute: Students with ADD/ADHD. Clearwater, FL. Call Jo Thomason, 505/243-7622.

February 16, 1995
ADD Workshop, The Adolphus, Dallas, TX. For registration information call CEC, 800/224-6830. For hotel reservations call The Adolphus, 800/221-9083, 214/742-8200.

February 16-18, 1995
Institute on Inclusive Schools, The Adolphus, Dallas, TX. For registration information call CEC, 800/224-6830. For hotel reservations call The Adolphus, 800/221-9083; 214/742-8200.

February 17-19, 1995
California State CEC Federation, 44th Annual Conference "Connecting Links in Education," a topical conference on inclusive schools, Red Lion Inn, Sacramento, CA. Call Helen Baldwin, 510/676-9234.

February 21-23, 1995
DCDT Florida and the Florida Special Needs Association Annual Conference, "Visions: Florida's Second Annual Special Needs Week," Sheraton World Resort, Orlando, FL. Call Betsy Laflin, 407/633-1000.

February 23-24, 1995
Alabama Federation Fourteenth Annual Conference, "Children First: The Focus of All Education," Sheraton Hotel, Tuscaloosa, AL. Contact Tommy Russell, 205/348-1441.

February 24-25, 1995
Institute for the Gifted in Middle Schools, New Orleans Airport Hilton, New Orleans, LA. For registration information call CEC, 800/224-6830.

Feb. 28-March 4, 1995
Michigan Federation Conference, Amway Grand Plaza Hotel, Grand Rapids, MI. Call Ed Page, 313/453-9319.

march

March 2-4, 1995
"Fourth Annual Florida Assistive Technology Impact Conference," Orange County Convention Center, Orlando, FL. Co-sponsored by FATIC and the Technology and Media Division. Call L. Jeffrey Fitterman, 813/872-5281.

March 2-4, 1995
Kansas Division for Early Childhood, Manhattan Holidome, Manhattan, Kansas. Call Michael Rettig, 913/628-5851.

March 3-4, 1995
Colorado Federation, Courage to Risk," Broadmoor Hotel, Colorado Springs, CO. Call Lewis Jackson, 303/351-2691.

March 3-4, 1995
Kentucky Federation, Executive West Hotel, Louisville, KY. Call Owen McKinney, 502/897-3175.

March 6-7, 1995
Minnesota Federation and the Minnesota Department of Education Conference, "Collaborating for Success: The Vision Moves Ahead," Sheraton Park Place in Minneapolis. Call Deb Knudson, 507/263-5570.

March 10-11, 1995
North Carolina Federation Eighth Annual Conference, "Keys to Unlocking Success," Sheraton Imperial Hotel, Research Triangle Park, NC. Call Tara Candler Larson, 919/481-3062, or Helen Oakley, 910/947-2384.

March 15-17, 1995
New Mexico Federation Conference, "Revisioning Excellence." Call Margie Lockwood, 505/345-8531.

March 23-25, 1995
Missouri Federation, Sculpting the Future, Springfield, MO. University Plaza Conference Center. Call Terri Chasteen, 417/833-0442.

March 27-29, 1995
15th Annual Super Conference on Special Education, Co-sponsored by Louisiana Department of Education and Louisiana Federation, Baton Rouge, LA. Call Patricia Morris, 504/522-8408 or 504/286-4751.

april

April 5-9, 1995
CEC Annual Convention, Indianapolis, IN. Contact: CEC, 1920 Association Drive, Reston, VA 22091. Call 703/620-3660.

RACING TO EXCELLENCE

THE COUNCIL FOR EXCEPTIONAL CHILDREN
1920 Association Drive
Reston, VA 22091-1589

NONPROFIT
ORGANIZATION
U.S. POSTAGE
PAID
RICHMOND, VA
PERMIT NO. 930

Be at the Starting Line at Indy! April 5-9, 1995.

CEC today

EXCLUSIVELY FOR MEMBERS OF THE COUNCIL FOR EXCEPTIONAL CHILDREN

VOL. 1 NO. 11
MARCH 1995

CEC Finalizes National Certification Standards for Special Educators

National standards will give special educators ease of mobility and add to their stature as professionals.

CEC's Professional Standards and Practice Committee is finalizing CEC's *Standards for Entry Into Professional Practice*, the body of knowledge and skills essential for beginning special education teachers. The certification standards are scheduled to be released in September 1995. At that time, CEC will initiate a campaign to promote adoption of its certification standards throughout North America. This will allow special education teachers who relocate to obtain another state's or province's teaching certification with minimal processing.

CEC's Entry Standards are just one of CEC's many contributions to the National Standards movement. CEC is also working with the National Board for Professional Teaching Standards (NBPTS) to develop standards for excellence for experienced special education teachers. And CEC provides teacher preparation standards for the National Council for Accreditation of Teacher Education for university programs.

"This collaborative effort of CEC and its divisions reflects our commitment to assure entry level teachers have the ability to serve exceptional children and their families," said Jackie Alexander, chair of the committee. "We respect the role of state and provincial governments in certifying special educators to practice in their jurisdictions. However, CEC's knowledge- and skills-based standards can bring needed consistency across North America, facilitate the mobility of special educators, and help reduce the critical shortages we continue to face."

The CEC Standards for Entry into Professional Practice

To be qualified to practice as a special educator under CEC's standards, an individual must:

- Have completed at least a bachelor's degree that encompasses the knowledge and skills consistent with entry level into special education teaching.
- Have successfully completed at least a 1-year mentorship under an experienced professional in the same or similar role.

Continues on page 5

Charter Schools Spark Debate

They seem like an educator's dream come true. Teachers form the school they feel will work best for their students. Free from regulatory constraints, redtape, and bureaucracy, teachers can try new, innovative instructional techniques, limit student-teacher ratios, and set goals that match their students' capabilities.

It is for these reasons that charter schools have drawn the acclaim and support of legislators, educational leaders, and parent groups. Charter schools are those in which individuals or groups (teachers, parents, or others) contract with school districts, states, or other public entities to meet outcome-based performance standards in exchange for freedom from regulatory constraints. If at the end of a stated period of time, the school has met its objectives, the charter is renewed. If not, the school is out of business.

But charter schools have also drawn opposition. Some special education advocates argue that charter schools encourage specialized schools that exclude special education students or

Continues on page 10

inside

Let CEC Be Your Matchmaker 3
Convention Highlights 12
Teacher Professionalism 14

CALL TO ACTION
Each One • Reach One

Together—a Brighter Tomorrow for Exceptional Children

CEC is launching a major new campaign—**Each One • Reach One**—to empower and engage members in making the profession and association stronger!

Look for exciting, fun tools (in *CEC Today's* insert) to use in your local community outreach efforts in three core areas

- **Membership**
- **Public Outreach**
- **Appreciation for Special Educators**

Membership
for a Stronger Future

Members are the key to strong chapters federations, and associations. Participate in CEC's first member-recruitment campaign! Recruit new members, and you or your unit will receive certificates for free membership, publications, convention registration, and other CEC products and services.

Public Outreach
for a Stronger Voice

The campaign activity guide includes resources for you to expand your outreach efforts, network with your local policymakers, and respond to public inquiries. You can use the information provided to develop information packets for the media press releases, or speakers' outlines, as well as heighten the awareness of the needs of our students and the necessity for special education services.

Increase Appreciation for Special Educators
for a Stronger Profession

Share the rewards of being a special educator in your community! Each One • Reach One materials will help you increase awareness and appreciation of the special education profession and prepare new and creative activities for Exceptional Children's Week, May 15-19.

See the *CEC Today* insert for information on campaign activity guides, posters, membership materials, T-shirts and other promotional products. Plan to be a part of the excitement! Expand your involvement in special education and CEC!

Meet CEC's New *Exceptional Children* Editors

CEC Today is pleased to introduce you to *Exceptional Children's* (*EC's*) new editors, Bob Algozzine, professor at the University of North Carolina at Charlotte, and Martha Thurlow, assistant director for the National Center on Educational Outcomes at the University of Minnesota. Algozzine and Thurlow will assume their editorship in July 1995, and their first *EC* issue will appear in September 1995.

Both Algozzine and Thurlow are established researchers, longstanding members of CEC, and advocates for exceptional children, youth, and adults. CEC looks forward to working with these highly respected educators.

CEC Today asked Algozzine and Thurlow to share their vision for *EC* with our readers.

What plans, if any, do you have for changing EC?

Thurlow: *Exceptional Children* is well-respected by researchers and others in the education community. We want to build on its strong foundation. We hope to update the journal's look and increase the usability of its materials for today's busy professionals who deal with volumes of print materials and need easier access to research findings and their implications.

Algozzine: We also want to reach a broader audience. *EC's* information is relevant to many more people than researchers and other individuals who are experienced in reading research. One step we will take to achieve this goal is to require that all articles include the implications of the research for practice. These implications, which will be highlighted in each article, will help bring the research to life.

What recommendations do you have for researchers interested in becoming EC authors?

Algozzine: We are looking for articles that are concise, interesting, and useful and that adequately present the research conducted. We are developing guidelines that will help authors think about some key questions as they write their article. For example, when the author writes an introduction, it should not be a litany of all previous research. Rather, it should identify why the research being reported is important and worth doing. Before writing, the author should ask, "What are the 2-3 key points that make this work important? How does it add to what is known? Is the tone positive?"

Thurlow: Good writing is as important as good research. Our review process will help us identify good research and our editorial process will help us ensure that *EC*'s articles reflect good, clear writing that is understandable and relevant to practice. We want both the review and editorial process to be helpful to authors.

How does an author submit a manuscript to you?

Thurlow: Hopefully, authors will prepare articles with the author guidelines close at hand. Authors should also follow the guidelines in the new (1994) *Publication Manual of the American Psychological Association.*

Algozzine: Articles should be submitted to:

Exceptional Children
Editorial Office
Department of Teaching Specialties
University of North Carolina,
Charlotte
Charlotte, NC 28223
Phone: 704/547-2531
Fax: 704/547-2916

Thurlow and Algozzine: We look forward to an exciting time as *EC's* co-editors, and we welcome your suggestions as we get things under way and move *EC* toward the year 2000 and the next century. ■

Let CEC Be Your Matchmaker

CEC Helps Administrators Find Special Educators—And Special Educators Find Jobs

Special educators are in demand—approximately 29,500 jobs remained unfilled by qualified special educators during the 1991-92 school year, according to the *16th Annual Report to Congress*. Every year, administrators face the challenging task of finding the right teacher for a position. And teachers who want to move to a new job often find the process daunting and cumbersome.

But CEC can help special education administrators and teachers achieve their employment goals. CEC offers numerous employment resources and networking opportunities to special educators. A few of our most popular services include:

National Job Fair

CEC's National Job Fair, held at our annual convention, is the most comprehensive placement service in the field of special education. Recruiters interview future staffers right on site, and teachers get a chance to learn about a new school or locale without incurring travel expenses. This year's job fair will be held in Indianapolis, IN, April 5-9. For information, contact James Casamento, 703/264-9454.

Professions Clearinghouse

Upon request, the National Clearinghouse for Professions in Special Education provides CEC members with a comprehensive "Job Search" packet. The FREE package includes a list of educational job banks and state licensing agencies, as well as supply and demand data and average teacher salaries for each state. To contact the Professions Clearinghouse, call 800/641-7824.

Student CEC

Educators can contact CEC's Student CEC chapters, available in every state, for new graduates. Not only are Student CEC members aware of the latest research and teaching methods, they also have shown that their dedication goes beyond the norm. Plus, they often have already demonstrated leadership experiences through their involvement in CEC activities and events. For more information, contact Karen Vermaire Fox, 800/845-6232.

Colleges and Universities

Colleges and universities are often good sources for finding new special educators. CEC maintains listings of higher education institutions that have been approved by NCATE and CEC. For a listing, call 703/264-9476.

Networking

CEC members can take advantage of additional networking resources through local CEC Chapter contacts. CEC members can call our Membership Department, 800/845-6232, for the names of chapter officers in their locale for information on chapter/federation conferences, meetings, and other events that can facilitate networking and open doors to job opportunities.

Classified Ads

Exceptional Children, TEACHING Exceptional Children—and now *CEC Today*—carry comprehensive listings of position openings for special educators. For information, call James Casamento, 703/264-9454. ■

States with Highest Demand for Special Educators, 1991-92

New York	7,966
Florida	2,333
Louisiana	1,788
California	1,539
Texas	1,375
North Carolina	1,091
New Jersey	980
Wisconsin	945
Minnesota	750
Indiana	724

inside

MARCH 1995 VOL. 1 NO. 11

CEC Today is published by
The Council for Exceptional Children, 1920
Association Drive, Reston, VA 22091-1589
Telephone 703/620-3660,
lyndav@cec.sped.org

CEC Today is not copyrighted. Members are encouraged to copy and disseminate information in this publication.

CEC President: Pam Gillet

Interim Executive Director: Nancy D. Safer

Editor: Lynda C. Voyles

Contributing Editors: Jacki Bootel, Department of Public Policy; Jean Boston, Publications and Professional Standards; Brian Carroll, Professional Development; Grace Durán, Ethnic and Multicultural Concerns; Cindy Fox, Marketing and Public Relations; Karen Vermaire Fox, Student CEC; Jeanne Glover, Membership; Shelia Mingo, Grants/Contracts and Research

Certification Standards *1*
Charter Schools *1*
Meet CEC's *EC* Editors *2*
Let CEC Be Your Matchmaker *3*
Advocacy in Action *4*
Student CEC Spotlight *6*
Canada CEC *7*
Multicultural *7*
Division Focus *8*
Member to Member *11*
CEC International Center for Scholarship in Education
Professional Advancement *12*
Convention Highlights
New Options—LCCE
Viewpoint *14*
Teacher Professionalism
Classified Ads *15*
Calendar of Events *16*

Advocacy in Action

Although the new Republican majority has not been able to consider and pass a variety of bills as quickly as it thought it might during its first 100 days in session, both Houses have examined a great many issues so far.

Both the House and Senate have introduced bills (H.R. 5 and S. 1) prohibiting federal imposition of "unfunded mandates"—requirements the federal government imposes on state and local governments without accompanying funds—on the states. The bills would require the Congressional Budget Office to estimate the cost of federal legislation to state and local governments. If the estimated cost exceeded $50 million per year, Congress would have to provide funding, negate the mandate, or waive the funding requirement by a majority vote. These bills apply only to new legislation, not existing mandates. Therefore, it is questionable how much the states would save.

In addition, both the bills exclude such provisions as Constitutional guarantees, civil rights, voluntary programs, and existing statutes. Although the disability community has been concerned that this legislation might affect the Individuals with Disabilities Education Act (IDEA), Rep. Bill Goodling, Chair of the House Committee on Economic and Educational Opportunities, has stated that both IDEA and the Americans with Disabilities Act (ADA) are protected. The House bill would not apply to voluntary, nonentitlement federal programs, Goodling explained.

"As a condition of receiving funds under IDEA, states must agree to comply with the requirements of the law. Although the cost of providing special education far exceeds the limited federal funds provided, in a legal sense, participation in IDEA by States is voluntary," Goodling said. "In addition, funds for the IDEA state grant are provided through annual appropriations made on a discretionary basis. Thus, IDEA is not an entitlement program."

ADA is exempted because it enforces the constitutional rights of individuals and prohibits discrimination based on handicapped or disability status. Goodling noted that H.R. 5 was specifically drafted to exempt ADA and other federal legislation related to protecting civil rights from coverage under the bill.

CEC will continue to follow and update you on this legislation.

Job Training Consolidation Proposals

The Department of Public Policy (DPP) is also closely watching the Job Training Consolidation Act of 1995 (S. 143), introduced by Senator Nancy Kassebaum, Chair of the Senate Committee on Labor and Human Resources. The bill proposes to consolidate many of the 154 existing job training programs into one large block grant, providing states with greater flexibility while retaining their accountability. States have said that with so many programs and their accompanying regulations, they cannot design job training programs that are appropriate for their unique situations.

The Carl D. Perkins Vocational and Applied Technology Act is to be included in this consolidation effort. The disability community is concerned that if the Perkins Act is ultimately folded into the block grant, states might not be required to serve individuals with disabilities in their vocational education programs. Watch *CEC Today* for updates.

Public Policy Workshop Will Help You Become a More Effective Advocate!

If you're like many of us, you'd like to become more active in advocating for your students with exceptionalities, but you don't know where to start! Or, you have a child with a disability and want to make sure he or she is receiving the most appropriate education. Who do you call? Where do you go for help? If you're attending CEC's 1995 Convention in Indianapolis, the perfect place to learn the basics is DPP's workshop, **Making a Difference: Taking Charge of the Political Process,** Wednesday, April 5, from 8:30 to 4:00. You'll find out about:

- The federal legislative process, including how a bill becomes a law, how special education funding is determined, and who are the major players.
- The federal agencies, including the U.S. Department of Education, Office of Civil Rights, and U.S. Department of Health and Human Services, as well as information about department offices that monitor special education and gifted programs.
- How to set up and successfully conduct a meeting with your legislator, using the best methods to get your points across.
- How to network with other teachers, parents, and organizations.

You'll also receive a *free* copy of CEC's new *Special Education Advocacy Handbook*, which provides you with even more tips to help you be a successful advocate!! Sign up for this effective preconference workshop TODAY! Call 800/486-5773 to register. ■

ALERT!!

No Separate Preschool Funds Outlined in Administration's FY 1996 Budget Request

In the Administration's proposed FY 1996 special education budget, President Clinton asks for an increase of $89.3 million for the Part B State Grant program and the Preschool Grant program, for a total of $2,772.5 million. The Administration does not provide a distinct appropriation line for the two grant programs, bringing into question its intention for the Preschool program's future

The proposed budget, released on February 6, 1995, also recommends consolidating the 14 discretionary programs under IDEA into 5 main categories: Research and Demonstrations; Technical Assistance and Systems Change; Professional Development; Parent Training, and Technology Development and Support. Funds for these programs would be frozen at the FY 1995 level of $240 million

CEC has been and will continue to express its concerns to Congress and the Education Department about the lack of a separate Preschool appropriation and the consolidation issue. We'll update you in the next issue of *CEC Today*

Committee/Subcommittee Assignments

The following Senate panels will oversee programs for children, including those with exceptionalities:

The Senate Committee on Labor and Human Resources:

Republicans:
- Nancy L. Kassebaum (KS), Chair
- James J. Jeffords (VT)
- Dan Coats (IN)
- Judd Gregg (NH)
- Bill Frist (TN)
- Mike DeWine (OH)
- John Ashcroft (MO)
- Spencer Abraham (MI)
- Slade Gorton (WA)

Democrats:
- Edward Kennedy (MA), Ranking Member
- Claiborne Pell (RI)
- Christopher J. Dodd (CT)
- Paul Simon (IL)
- Tom Harkin (IA)
- Barbara A. Mikulski (MD)
- Paul D. Wellstone (MN)

The Senate Subcommittee on Disability Policy:

Republicans:
- Bill Frist (TN), Chair
- James Jeffords (VT)
- Slade Gorton (WA)
- Mike DeWine (OH)
- Nancy Kassebaum (KS), ex officio

Democrats:
- Tom Harkin (IA), Ranking Member
- Edward Kennedy (MA)
- Paul Simon (IL)

The Senate Subcommittee on Children and Families:

Republicans:
- Dan Coats (IN), Chair
- James Jeffords (VT)
- Mike DeWine (OH)
- John Ashcroft (MO)
- Spencer Abraham (MI)
- Nancy Kassebaum (KS), ex officio

Democrats:
- Christopher Dodd (CT), Ranking Member
- Claiborne Pell (RI)
- Tom Harkin (IA)
- Paul Wellstone (MN)
- Edward Kennedy (MA), ex officio

The Senate Labor, Health and Human Services, and Education Appropriations Subcommittee:

Democrats:
- Arlen Specter (PA), Chair
- Mark Hatfield (OR)
- Thad Cochran (MS)
- Slade Gorton (WA)
- Connie Mack (FL)
- Christopher Bond (MO)
- James Jeffords (VT)
- Judd Gregg (NH)

Republicans
- Tom Harkin (IA), Ranking Member
- Robert Byrd (WV)
- Ernest Hollings (SC)
- Daniel Inouye (HI)
- Dale Bumpers (AR)
- Harry Reid (NV)
- Herb Kohl (WI)

Standards, *from page 1*

The standards further require that:

- Approval be for a limited time period with periodic renewal.
- Each professional participate in a minimum of 25 hours each year of planned, preapproved, organized, and recognized professional development activities related to his or her field of professional practice.

Development of the Standards

A 6-year effort, the development of CEC's Entry Level Standards involved more than 3,000 CEC members.

In 1989, the CEC Delegate Assembly adopted the CEC *Standards for Entry Into Professional Practice*.

CEC and its divisions were then faced with the challenge of determining the knowledge and skills an entry level special educator needed to know. CEC's Professional Standards and Practice Standing Committee took on the task.

A Subcommittee on Knowledge and Skills, co-chaired by Barbara Sirvis of New York and Bill Swan of Georgia, and composed of CEC Division representatives and past CEC Teachers of the Year set out to accomplish two major tasks:

- Identify a common core of knowledge and skills for all beginning special education teachers.
- Create specialty sets of knowledge and skills that are necessary to teach in a particular area of exceptionality, specialty, or age group.

The subcommittee gathered materials from literature; state, provisional and local governments; institutions of higher education; and elsewhere. The subcommittee then identified and organized thousands of competencies into major categories, culled them down to 195 statements, and determined the importance of each by surveying a 1,000 person sample of CEC's membership. Based on the response (54%), the subcommittee reduced the number of statements to 107.

CEC adopted these validated statements, which became The CEC Common Core of Knowledge and Skills Essential for All Beginning Special Education Teachers, and published the Common Core in the fall 1993 issue of *TEC*.

Alan Koenig of Texas assumed chairmanship of the Subcommittee on Knowledge and Skills in 1993 and began adopting specialty sets of knowledge and skills to supplement the Common Core. The exceptionality and age specific divisions took the lead, developing sets of knowledge and skills necessary to teach in their areas of specialization. The subcommittee worked with the divisions to ensure the specialty sets were formatted properly and that the statements supplemented the Common Core.

The subcommittee also developed a survey, which was sent to a random sample of the division's membership. Each sample was composed of at least half teachers and other direct service providers. Modifications were made in consultation with the division. Generally, there was a very high level of concurrence with the work the divisions produced.

Standards for Excellence

CEC and NBPTS are currently developing Standards for Excellence for experienced special education teachers. These standards should be completed in 2–3 years. In addition to giving educators a "teaching passport" between states and provinces, the standards will also define advanced areas of expertise (e.g., technology, collaboration, curriculum development), provide prestige for professional accomplishments, and stipends in states that reward teachers who receive NBPTS recognition.

We will provide you with updates on how the new standards are being used to:

- Improve personnel preparation programs in higher education.
- Recognize excellence in teaching.
- Improve and increase continuing education.

Look for further information in upcoming issues of *CEC Today*. ■

CEC Convention Puts Students at the Head of the Pack

Now that you've read the student convention preview, registered, and gotten your plane ticket, rev up your engine with a list of activities that will keep you racing all week. Here are highlights of just a few of the convention events planned especially for students.

Wednesday, April 5, 1995

- Stop by CEC's Leadership Training Institute (LTI) to learn how CEC's top chapters reach success.
- After the LTI, come break some ice with your peers. Don't forget something for the T-shirt swap!
- Top off your evening with a visit to the Raceway to Excellence. Check out chapter and association displays. T-shirts, posters, and other items will be on sale.

Thursday, April 6, 1995

- Student CEC will recognize the outstanding contributions of its members at the Student CEC Board of Governors' meeting. Come applaud your peers.
- Looking for something to do before the exhibit hall opens? Attend a workshop or two. "Future Planning for Student CEC" and "How to Make the Most of Conventions" are two events scheduled for students.
- Participate in Division Day. Find out what CEC's 17 Divisions have to offer.

Friday, April 7, 1995

- Visit the Student Spot, the job fair, and the exhibit hall to collect all kinds of information! Purchase the new SCEC pin at CEC's Resource booth.
- With your convention planner in hand, you will be set to attend many of the sessions and workshops planned for the day.
- Race the Night Away at the Student CEC Dance. Tickets are $5.00 and proceeds benefit student scholarships and membership development programs.

Saturday, April 8, 1995

- One of the sessions you shouldn't miss is the Student CEC Potpourri Session, "Special Education: Diverse Characteristics, Diverse Strategies." You will walk away with a wealth of information.
- Are you a newly elected officer? Will you lead your chapter next year? Join us for leadership training that focuses on running student chapters and associations. Don't miss this!

Once you arrive and register, read your program or stop by the Student Spot for detailed information about all convention events. We look forward to seeing you ■

Urgent!! CEC Needs Your Input...

To help the Student CEC Transition Ad Hoc Committee determine how CEC can better serve you as you make the transition from student to professional educator, please complete the following survey.

1. Why do you value your Student CEC membership?

2. What would keep you from becoming a professional member?

___cost
___lack of interest
___other
___time constraints
___new environment

3. What incentive would encourage you to transition your membership from student to professional?

___2-months free membership
___complimentary copy of the *Survival Guide for First-Year Teachers*
___discounted transition price
___other

4. What benefits do you receive from participating in your chapter or federation?

Please send your responses to Karen Vermaire Fox, karenv@cec.sped.org, FAX: 703/264-9494 or 1920 Association Dr., Reston, VA 22091.

CEC Internship Opens Doors

BY MICHELLE COOK

I've always known I wanted to advocate for people with disabilities. When it came time to choose a specialization as a law student, I naturally favored disability law. As a first-year law student, I wanted to spend my summer working at a place that exemplified my concern for people with disabilities. CEC was the natural choice.

Summer interns always fear they will not be given substantive work to do. This was certainly not the case in CEC's Department of Public Policy (DPP). I began researching and writing immediately—summaries of The Head Start Act of 1994, The Work and Responsibility Act of 1994, The Developmental Disabilities Act, and more. In addition, I represented CEC at several health care meetings.

The DPP team is first-rate. Joseph Ballard, Jacki Bootel, and Cassandra Rosado shared their experiences in their challenging positions. And Administrative Assistant Grace Liu provided refreshing answers to all my questions.

I believe my internship at CEC played an integral role in securing my position as a legal intern in The Americans with Disabilities Division of the Equal Employment Opportunity Commission for this summer. The opportunities in the disability community are endless, but the key is to get involved now.

If you would like to serve as an intern, I can honestly say that CEC's dedicated staff will provide a challenging and exciting experience for you. ■

Michelle Cook served as an intern in CEC's Public Policy Department last summer. She is now a law student at the Syracuse University College of Law.

For information on CEC's internship program, contact Janine Jasinski, 703/264-9462.

For information on serving as a Student Division Representative, see page 9.

multicultural

A Candid Look at Ourselves...

Recent events—states passing discriminatory legislation, "scientists" publishing racially denigrating works, and advocacy groups lobbying for monolinguilism—make it imperative that we develop meaningful dialogue and activities to promote multicultural understanding and acceptance.

The Division for Culturally and Linguistically Diverse Exceptional Learners (DDEL) plans to continue its tradition of breaking new ground at CEC's 1995 convention. At the 1994 Multicultural Summit, CEC and DDEL made history as one of the first professional organizations to recognize and address the important issues of diversity within a white majority membership organization.

CEC's 1995 Multicultural Summit will help members resolve the following issues:

- What are the attitudes of CEC's members concerning multicultural and racial issues?
- How can CEC support individuals of diverse cultural backgrounds who seek elected and appointed leadership positions within the organization?
- How can CEC help members understand the challenges people of diverse ethnic background face when seeking leadership roles in predominantly white organizations?
- What actions should CEC take to understand and meet the needs of CEC's historical, white membership and its emerging multicultural membership?

Make plans now to attend the Multicultural Summit in Indianapolis and prepare to engage in a dynamic and revealing dialogue with your colleagues to address these and other vital issues.

1995 Multicultural Summit
CEC Convention
Indianapolis, IN
Saturday, April 8, 1995
9:45 am - 1:15 pm. ■

canada cec

Canadian CEC Finds Gaps Between Education Law and Practice

Canadian CEC recently joined with the McGill (Montreal) Office of Research on Educational Policy and the Centre for Education, Law and Society at Simon Fraser University (British Columbia) to produce the *Equal Education Opportunity for Students with Disabilities: Legislative Action in Canada*. The study is a comparative analysis of the legislative action of each jurisdiction in Canada as of December 31, 1992, concerning the provision of equal educational opportunity to students with disabilities. It sets forth the framework for the analysis of legal rights of students with disabilities, analyzes each jurisdiction's legislation, and compares the results. The study focuses on five themes:

- Nondiscrimination.
- Access to schooling.
- Identification and placement.
- Service delivery.
- Parental participation.

The inquiry also identifies the present "state of the law" concerning equal educational opportunity for students with disabilities in Canada. Therefore, it describes what the law requires rather than what is actually being done in any given jurisdiction.

Equal Educational Opportunity, which contributes to an understanding and awareness of the disparities that exist in Canada in terms of legally enforceable rights for the education of students with disabilities, is a valuable resource for special educators. For more information, contact Bill Gowling, 613/747-9226. ■

A Snapshot of CEC's Leadership

	Caucasian	Culturally Diverse Peoples
1922 - present CEC Presidents	97%	3%
1994-95 Federation Presidents	97%	3%
Division Presidents	88%	12%
Bd. of Gov.	95%	5%
Exec. Comm.	82%	8%

Use of Interpreters

Highlights of Proposed Amendment

The Ethnic and Multicultural Concerns Committee proposes to amend existing policy Section Three, Part 1, Chapter 8.

Paragraph 8—Use of Interpreters

The dramatic increase of persons in our nation who speak a language other than English is forcing the issue of providing appropriate services. CEC emphasizes the importance of using appropriately trained and qualified persons to interpret in situations where students speak a language other than English. CEC recommends:

a. School districts should exhaust all means of obtaining professional personnel who are bilingual before seeking the assistance of interpreters.

b. When interpreters appear to be the only alternative, training should be provided on interpreting processes along with training in special education procedures. Professionals using interpreters also should receive training in the appropriate use of interpreters.

c. Interpreters' competencies must be determined before using their services. Competencies should include high proficiency levels in English and the target language; knowledge of cultural and linguistic nuances; and knowledge of cross-cultural, gender, and generational differences and expectations.

d. Upon mastery of the competencies, certification would assist in ensuring that interpreters possess the skills necessary for providing effective services.

CEC delegates will vote on this amendment at the Delegate Assembly in Indianapolis. For more information, contact Grace Zamora Durán, 703/264-9403.

Division Focus

Mark your calendars for Thursday, April 6, 1995—CEC's Division Day at convention. Each of our 17 Divisions will highlight their sessions and events. A few of the exciting activities are presented here.

CASE

The Council of Administrators of Special Education

Sign up early for CASE Fun Night! You can join a CASE racing team for an evening at the Indianapolis Motor Speedway. The evening includes a round-trip motor coach from the Convention Center to the Speedway, hor d'oeuvres and drinks at the Hulman Suite, trackside-buffet dinner, door prizes, music for listening and dancing, and a CASE favor! Contact the CASE office, 505/243-7622, to register.

Other CASE convention highlights include the CASE annual breakfast and membership meeting, Wednesday, April 5, which will be combined with an open meeting of the CASE Board of Directors. This is a great opportunity to provide input to your Division and participate in the decision making!

The CASE Showcase session, April 6, will feature Tom Hehir, Director of OSEP. The CASE Presenter and Member Reception is a wonderful time to meet CASE colleagues and introduce prospective members to CASE. Join us on Wednesday evening from 7:00 - 9:00 p.m. to relax with your CASE friends.

CEC-DR

The Division for Research

CEC-DR is presenting an exciting array of activities at CEC's convention. CEC-DR's sessions cover a wide variety of research issues that span all disabilities. The Showcase session, April 6, 1:15 - 3:30 p.m., is "Special Education Misinterpretations and Misconcepts: Research for Reshaping Our Understanding." Other CEC-DR sessions include:

- Responsible Reintegration: The Road Less Traveled to Successful Inclusion.
- An Inclusive Approach to the Education of Children with Exceptionalities: Help or Hindrance.
- Ecobehavioral Analysis of Integrated Settings for Students with Moderate to Profound Disabilities.
- Varying Task Dimensions to Accommodate Students with Reading Disabilities in Regular Classrooms.
- Comparing the Attitudes of Educators in Traditional and Collaborative Consultation Situations.
- Technology Tools for Designing and Conducting Single Subject Research in Special Education.

DCCD

The Division for Children with Communication Disorders

DCCD's Business Meeting, scheduled for Thursday, April 6, 5:00 - 6:30 p.m., Chamber Room, the Westin Hotel, offers DCCD members an opportunity to participate in voting activities and become involved in DCCD governance.

And, DCCD's Joint Social is a great opportunity to meet new friends and renew old friendships. The DCCD Board and members, plus members of The Division for Physical and Health Disabilities and the Division on Visual Handicaps will gather together for 2 hours of relaxation and fun on April 6, 7:30-9:30 p.m.

DCDT

The Division on Career Development and Transition

DCDT's convention strand includes an impressive array of presentations that deal with current issues that impact the field of transition, including:

- Speaking Out about Self-Determination—panelists include students with disabilities.
- The How-To's for Creating a Parent-Friendly IEP Meeting.
- Estate Planning for Persons with Disabilities.
- Empowering Supported Employees into Positions of Responsibility and Policy Making.
- A National Examination of Inclusion Policies for Special Populations in Tech Prep.
- How Training Supervisors in Communication Skills Can Improve the Employment Transitions of Students with Disabilities.

Also, plan to visit the DCDT Networking Room, open 24-hours throughout the convention. The Networking Room gives all people throughout the United States, Canada, and other parts of the world who are involved in transition an opportunity for sharing, collaborating, and networking. All interested participants are invited and encouraged to meet and share with each other career development and transition information.

DEC

The Division for Early Childhood

DEC has planned exciting DEC activities for the CEC convention, including many high-quality conference sessions. A special highlight is the DEC Spotlight Session, "Crossroads at Age Three: Family and Child Transitions into Least Restrictive Environments." This session will help educators create a "seamless service system" for young children and their families that is responsive to child and family needs and cultural and linguistic differences. The session will examine interagency collaboration, family participation, focus on child adjustment and least restrictive environments as essentials in the process of developing a quality service system for children birth–5 years of age.

DEC members and officers can discuss issues facing DEC at DEC's business meeting, April 6, 5:00 - 6:00 p.m. Topics include: the budget report, board reorganization, an update on progress for meeting Strategic Plan goals, governmental relations, and 1995 conference plans. A social, open to all DEC members, will follow the business meeting.

Also, plan now for your vacation—bring the family to DEC's annual conference in Orlando, November 1-5, 1995. Attend the sessions of your choice and see Disney World, Epcot Center, Sea World, Universal Studios-Florida, and the Disney/ MGM Studio.

DISES

The Division of International Special Education and Services

DISES' Indianapolis program promises to be one of the best ever. Members will learn about special education programs, services, and policies in eight different countries. Information will be shared about current issues affecting the field of special education in Malaysia, Brazil, Bahamas, Taiwan, People's Republic of China, Pakistan, Kuwait.

New Zealand, and the Southern Hemisphere. Sessions are scheduled for April 6-8.

DISES' showcase speaker, David Mitchell of the University of Waikato in New Zealand, will present "Special Education Policies, Procedures, and Practices in the Pacific Rim Region" on April 6 at 2:30 pm.

Other DISES sessions include:

- Partners of the Americas: Special Education Leadership in the Southern Hemisphere.
- Students with Education Support Needs: A New Approach to Resourcing.
- An Inclusion Training Program in Kuwait for Regular Education Teachers.
- Special Education in the People's Republic of China: An Overview.
- Development of a Vocational Program for Persons with Disabilities in the Bahamas.

Bill Berdine will chair the DISES Executive Committee meeting on April 5 at 3:00 p.m. The Annual DISES Business Meeting is scheduled for 4:00 p.m. on April 5.The annual DISES reception for members and international guests is scheduled for Thursday evening, 5:00 - 7:00 p.m.

DLD

The Division for Learning Disabilities

DLD is sponsoring 59 stimulating and informative sessions, many of which address inclusion, collaboration, and literacy skills. The DLD keynote speaker is James Kauffman, author of *The Illusion of Full Inclusion*. Kauffman will speak on "Why We Must Celebrate Diversity of Restrictive Environments" on April 6, 8:30 - 9:30 a.m.

The showcase presenter, Sharon Vaughn, will speak on "Responsible Inclusion: Can It Work for Students with Disabilities?" April 6, 11:00 a.m.- 12:00 noon.

The DLD Awards Reception is scheduled for Thursday, April 6, 7:30 - 9:00 p.m., at the Westin Hotel.

For more information, call Esther Minskoff, 703/568-6787.

MRDD

The Division on Mental Retardation and Developmental Disabilities

MRDD's Call for Papers for its 1996 topical conference will be available at Indianapolis. MRDD's Topical Conference is scheduled for October 11-13, 1996, in Austin, TX. For more information, contact Linda Easton, 810/746-8590.

Serving as a Student Division Representative Reaps Big Rewards

Student Representatives sit on each division's executive committee and are members of the Student CEC Board of Governors. Here's what they have to say about their involvement as Division Student Representatives.

What better way to find out what is happening in the field of transition than sitting at a board meeting with outstanding professionals who are willing to share their insights?
Judy Wald - DCDT

Serving as a voice for students at the highest level, attending board meetings, representing DLD at conferences, planning student activities for the annual convention, and serving on the Board of Governors are opportunities that have allowed me to grow both personally and professionally as a leader.
Mark Kandel - DLD

My involvement in CEDS and CEC has given me the opportunity to meet other professional educators and share both knowledge and experience.
Faith Green - CEDS

I don't think I would have understood the priority issues in behavior disorders or how I could be a part of the change process without serving on the CCBD Executive Committee.
Diana Rogers-Adkinson - CCBD

As a child growing up in Malaysia, I was not exposed to persons with disabilities, but after spending time in the U.S., I am passionate about special education issues, especially early intervention and international collaboration.
Yash Bhagwanji - DISES

As a leader within CEC-DR, I have been able to place an emphasis on research and the application of research as it relates to individuals with exceptionalities.
Merrie Beth Fisher - CEC-DR

The best way to network and meet leading professionals in our field is to become actively involved in the leading special education organization—CEC!
Maureen Finnegan - MRDD

As Student Representative for TED you get to coordinate programs such as the External Mentorship Program. What an exceptional leadership opportunity!
Pegi Davis - TED

DEC is the only division that acknowledges the differing needs of undergraduate/graduate students and doctorate level students by having two Student Representatives, and we encourage you to get involved in DEC at any level of your education.
Kristin Salsbury and
Deborah Abelman - DEC

Serving as the Student Representative for DPHD has provided me with opportunities to be a part of the decision-making process and feel a sense of connectedness with CEC and DPHD.
Yvonne Green - DPHD

TAG

The Association for the Gifted

TAG and the Technology and Media Division will present "A Vision of the Future of Education: The Marriage of Genius and Mastery," on April 5. Featured speaker George Leonard, author of *Education and Ecstacy* and *Mastery*, will present his vision for the future of education—one that evokes the genius in every person. Plus, attendees will learn about the latest teaching strategies, preview new assistive and educational technologies, and get a glimpse into innovative educational practices and ideas that will change classroom environments and instructional practices.

TED

The Division for Teacher Education

TED's Student Ad Hoc Committee's first meeting produced numerous programs and activities for students. For example, this year all TED Doctoral student members can participate in TED's External Mentorship Program. This program connects TED Doctoral students with TED professional members who are interested in working together on a project. Interested students should send a FAX with name, address, phone number, copy of your CEC membership card showing TED membership, and topics you would like to research to Lawrence Johnson, 513/556-3764.

Also, TED will host a brunch for *all* CEC Doctoral students at the CEC convention.

Charter Schools, *from page 1*

isolate them from the mainstream. Other charter school issues, such as funding, accountability, and teacher benefits are also being debated.

"Charter schools may lead the way for some very important educational changes and provide innovative classroom strategies for students with disabilities," says Nancy Safer, CEC's Interim Executive Director. "However, special education must be an integral part of the charter school movement, which means the special education community must get involved in the planning and implementation of charter schools."

The Charter School Initiative

Even though many issues surrounding charter schools remain unanswered, many states appear willing to give them a try. Since 1991, when Minnesota initiated "outcome-based" schools legislation, 9 states have established charter schools and 11 have enacted charter school legislation. As of January 1995, 134 charter schools had been approved in the United States, according to John Fiegel, Program Manager for the Public Charter Schools Program, Department of Education (ED). Experts predict another 20-25 states will enact charter school legislation in the next year.

Charter schools have also won the support of the administration, as well as both houses of Congress, Fiegel said. Sen. Arlen Specter (R-PA), chair of the Education Appropriations Subcommittee, recently said charter schools were worth pursuing and asked education experts to advise Congress on ways it could promote charter schools to improve education for all students. Joseph Lieberman (D-CT) and Tom Petri (R-WI), as well as Secretary of Education Richard Riley have also advocated for public charter schools.

ED has already taken steps to promote charter schools. Though the funding may change, ED has asked for $15 million for charter schools, up from $6 million.

Also, ED is planning a special competition for charter schools. States—and possibly local charter schools if a state does not apply—will be awarded funds for charter schools. Preference will be given to state charter programs that help educationally disadvantaged students achieve and that allow for innovative and flexible educational curriculums. The application package is still in the approval stage, and no deadlines have been set as yet. For more information, contact John Fiegel, 202/260-2671.

Charter Schools for Special Education Students

To date, charter schools that specialize in serving special education students have received high marks from many educators and parents. The schools allow educators to try new ideas, give student's individualized and personal instruction, and structure learning to meet their needs. These schools also help students develop self-esteem and self-advocacy skills. And often, parents are involved in the school and their children's education.

In Minnesota, parents reported their children's accommodation and adaptation needs were better served at alternative schools, said Cheryl Lange, Coordinator of the Enrollment Options for Students with Disabilities Project and member of CEC's Minnesota Federation.

But these schools face their own challenges. Sometimes charter schools have difficulty getting special education services or even special education records—even though the charter school is paying for those services, according to Peggy Hunter, President of Charter Schools Strategies, Inc.

"Charter schools are still new enough that they get thwarted...people put barriers up," Hunter said. "Special ed is one of those barriers."

Also, though charter schools often can provide excellent academic instruction, they may not have the resources to support fine arts, physical education, and extracurricular activities, says Kristin Stolte, Business Manager and Educational Coordinator for the Metro Deaf School (a charter school in Minnesota). Another charter school director is concerned that he may not be able to provide quality instruction for students after they have surpassed the need for special education.

Another issue that has come up concerns special education students who decide to drop their special education designation when they enroll in a charter school. Hoping to escape the special education label and that the small classes and innovative teaching techniques will replace the need for special services, parents may decide to forfeit the child's Individualized Educational Program (IEP). However, when the student graduates, he or she may need a high school IEP to receive special education services in college.

Charter schools that serve special education students also struggle with accountability. To ensure the school retains validity and credibility, its students must take some of the standardized tests other students take. However, charter schools are also trying to

Continued on page 15

Take a Convention Break—The Big Easy Way

Don't miss Louisiana Night!

CEC's Louisiana Federation is bringing the bayou to Indy! For an evening spiked with Cajun fire, Mardi Gras madness, music, dancing, and fun for all, make sure you're there!

LOUISIANA NIGHT

Join the Fun!

April 6, 1995,
9:00 pm - midnight
Westin Hotel

For more information, call
Colleen Hursey,
318/641-2138

CEC International Center for Scholarship in Education Advances CEC Mission

Established in April 1990, CEC's International Center for Scholarship in Education continues to support key education projects. This year Center activities included support for CEC's Clarissa Hug Teacher of the Year and teacher roundtables at the annual meeting.

In 1993-94, the Center helped CEC support its first Scholar in Residence, Judy Schrag. Schrag's activities included conceptualization and coordination activities that led to the "Working Forum on Inclusive Schools" with nine other associations. In addition, the Center sponsored Peter Mittler of the University of Manchester, a distinguished lecturer, as he shared "International Visions of Excellence for Children with Disabilities" at CEC's 1992 convention. And the key archival and maintenance activities of the historical collection continue to receive support through the Center.

CEC established the Center to further educational opportunities and knowledge through programs such as: the Scholar in Residence Program, distinguished lecture series, projects to improve the infrastructure for children's services in developing and redeveloping countries, the establishment of a collection of historical documents, and teacher networking and exchange activities.

CEC's Sponsorship Program has supported the Center since 1991, the year the Center was created. Individuals have also contributed their time or materials for projects, such as the collection of historical documents.

The Sponsorship Program, a part of CEC since1983, has received contributions totaling approximately $60,000. Many of these contributions occurred during the time the International Center was formed.

Since that time, donations have declined. The Center's support of numerous worthy educational activities has not been well publicized, and new members may not know about it and its relationship to the Sponsorship Program. We hope members and units will renew their commitment to this important enterprise and heighten its impact in the years to come.

Members can contribute to three categories of tax-deductible sponsorships.

- Sustaining Sponsor: A life, retired, or other CEC member or prospective member contribution of $500 or more.
- Unit Sponsor: A CEC unit contribution of $500 or more.
- Patron Sponsor: A CEC member or prospective member contribution of $100 - $499.

Activities the Sponsorship Program supports, such as the Center, promote CEC's mission in key ways. Join us in continuing this vital work.

Contributions should be directed to CEC, 1920 Association Dr., Reston, VA 22091. ■

CEC *honor roll*

Colleen McIntyre, special education teacher and member of CEC Chapter #788, was named1994 Exemplary Special Educator by Edmark, a producer of educational software, for her innovative applications to achieve interactive computer experiences for a child who is blind.

Dwight Sweeny, President-Elect of CEC's Council for Children with Behavioral Disorders and associate professor at California State University, San Bernardino, was a featured speaker at the Fifth Annual National Conference on Educating Adjudicated, Incarcerated, and At-Risk Youth.

Send news of CEC members who are making the news in special education to *CEC Today*, 1920 Association Dr., Reston, VA 22091-1589 , FAX: 703/264-1637, or lyndav@cec.sped.org.

CLIP AND SAVE

EXTRA *credit*

New Technologies for People with Disabilities—An upcoming public television broadcast, *People in Motion*, will feature new technologies that are bringing independence to people who are disabled.The series will air on March 31, April 7, and April 14, 1995. For a free guide to the series, contact PEOPLE IN MOTION, P.O.Box 245, Little Falls, NJ 07424.

Awards for Students with Deafness—The Alexander Graham Bell Association for the Deaf and the Miss America Organization is offering $1,000 education savings bonds to K-12 students with profound hearing loss who demonstrate leadership potential. For information, call 202/337-5220.

Camp Scholarships for Children with Seizures—The Epilepsy Foundation of America is offering scholarships up to $250 each for children with epilepsy to attend a camp of their choice. Application deadline is April 15, 1995. For information, write to the Epilepsy Foundation of America, 4351 Garden City Dr., Landover, MD 20785.

Elementary Classroom Activity Kit for Women's History—A complete package for introducing multicultural women's history to children (ages 5-11). $19.95. Contact the National Women's History Project, 7738 Bell Road, Dept. P, Windsor, CA 95492 or call 707/838-6000.

National Clearinghouse on Postsecondary Education for Individuals with Disabilities—The HEATH Resource Center serves as an information exchange about educational support services, policies, procedures, adaptations, and opportunities at American campuses, vocational-technical schools, and other postsecondary training entities. For information, call 800/544-3284.

Responsible Dog Ownership for Children—The American Kennel Club offers preschools, day care centers, and elementary schools an education program for responsible dog ownership. For a copy of the program, contact AKC, 919/233-9767.

Barrie Bennett Is General Session Speaker

CEC is proud to announce Barrie Bennett will be the Second General Session keynote speaker at this year's 1995 CEC Convention.

Barrie Bennett has earned a position as one of the nation's top educational leaders. Winner of the 1993-94 Teacher of the Year award at the University of Toronto, Bennett is also a co-author of the popular books, *Cooperative Learning: Where Heart Meets Mind* and *Classroom Management: A Thinking and Caring Approach*. Bennett has won additional recognition for his work as a consultant for the Learning Consortium, a partnership between the University of Toronto, IOSE, and four school districts.

Bennett has been instrumental in advancing the integration of multiple teaching strategies to create more powerful learning environments for students—with a specific focus on teachers as life-long learners and participants in the process of change.

A dedicated educator, Bennett has taught at the elementary, middle and high school levels, as well as worked in prisons, juvenile detention centers, and group homes for children who are severely behaviorally disabled. ■

Due to a scheduling conflict, Tony Coelho will be unable to join us at the CEC Convention.

Win the Race to Excellence at CEC's 1995 Convention

CEC's 1995 convention is *the* conference for educators, parents, and service providers of children with exceptionalities. Our more than 600 sessions keep you up-to-date on the latest educational trends, practices, and laws. And all will profit from our extensive exhibit hall featuring the latest technologies as well as new resources for innovative instructional techniques.

A sampling of some of our most popular sessions include:

In Our Voices: Individuals with Disabilities Speak Out About Self-Determination

Learn how three model self-determination projects changed the lives of individuals with disabilities. Panelists include students who participated in the projects, as well as program specialists.

Violence in Our Schools

Find out the latest research and approaches being used for school violence prevention and intervention. Includes national trends in youth-related violence, evidence and treatment for incarceration, the school's role in prevention planning, and developmental models for fast track prevention programs.

Disciplining Students with Disabilities: Legal Guidelines and Preferred Practices

Examine the legal principles regarding the use of disciplinary procedures with students who have disabilities, and learn about a new policy model that fulfills the legal requirements and standards of preferred practice.

The School-to-Work Opportunities Act: Its Impact on Students with Disabilities

Learn about the joint activities sponsored by OSERS and OVAE to ensure students with disabilities are included in school-to-work activities—and how you can apply these precepts in your own schools and school districts.

Teaching Standards

Find out how much progress has been made toward identifying Standards for National Certification of exemplary teachers of students with special needs. And, you can give the National Board for Professional Teaching Standards panel your input and influence future standards for special education teachers.

Office of Special Education Programs (OSEP) Priorities for Discretionary Programs

Get on the inside track of IDEA's reauthorization. OSEP leaders will present the latest thinking on IDEA, issues being discussed behind the scenes, and factors influencing Congressional decisions concerning special education. A must for special education advocates—and all those interested in furthering the resources available for students with disabilities.

Technology Lab

Hands-on assistive technology lab opens the door to new educational possibilities for students with disabilities. Find out the newest technologies that can change students' learning opportunities—and their lives!

Inclusive Schools

Learn the tools you need to make inclusion work in your district, school, or class. Sessions include information on curriculum, teaching strategies, and collaboration for K–12 educational settings.

Gifted Education

A wide array of sessions specifically addressing the needs of the gifted, including alternative methods for identifying the gifted, the impact of education reform on gifted education, and differentiated teaching strategies for the gifted.

Parents and Family Sessions

An entire strand dedicated to parents and family members of students with disabilities. Learn the laws and educational services available to these children, techniques to work with schools and community agencies, and other resources to enhance your child's opportunities. ■

Call 800/486-5773 to register!

New Options— Life Centered Career Education

CEC's Life Centered Career Education (LCCE) gives educators new teaching and training options, including an expanded curriculum, training materials, and discount rates. LCCE, used in all 50 states and 19 countries, provides effective transition planning for students moving from school to adult living.

Special Savings for LCCE Workshop Participants

CEC now offers a 20% discount on all LCCE materials ordered in conjunction with training workshops. The Regional training schedule is:

- Springfield Marriot, Springfield, Massachusetts, May 11-12, 1995
- Hyatt Regency, Washington, DC, July 27-28, 1995
- Hyatt Regency, Kansas City, Missouri, October 19-20, 1995

When you register for a regional or on-site workshop, order your LCCE complete package and save $195. Or, extend your training to your colleagues with the help of an LCCE Training Package, which includes 10 videos, Trainer's Manual, Participant's Manual, and curriculum guide. Regularly priced at $975, this package may be purchased as a follow-up to workshop training for $780, a savings of $195.

Adaptations for Students with Moderate Disabilities

CEC is looking for a limited number of field-review sites for a special version of LCCE for students with moderate disabilities. This modified curriculum addresses the needs of learners with disabilities who require more basic skills than those presented in the regular LCCE curriculum, including:

- Daily Living Skills,
- Personal/Social Skills,
- Occupational Guidance and Preparation.

The 80-page curriculum is also available on Macintosh disk.

Up to 20 sites will be selected for our field review activity. Sites must provide feedback about the curriculum's content and appropriateness for their client/students by August 31, 1995. CEC will then make necessary revisions and publish the final version by January 1996.

If you would like to be a field-review site, please contact Jean Boston, Director of Publications, 703/264-9468.

Other New LCCE Developments

Available

- *Career Education: A Functional Life Skills Approach*, Third Edition. The basic text used in colleges and universities. #S5095. 480pp. $52.

On the Discussion Board

- Electronic Database, LCCE Competencies, Subcompetencies and Objectives.
- LCCE Complete Package on diskette and/or CD/ROM.
- Self-Determination Scale. ■

School-to-Work Transition

Life Centered Career Education

Regional Training

A complete program to help you give your students the skills they need to make the transition from student to adult, from school to work and postsecondary education.

Call now! 800/224-6830

Where:

Springfield, MA
May 11-12, 1995

Washington, DC
July 27-28, 1995

Kansas City, MO
October 19-20, 1995

Tuition:
Members.........$199
Nonmembers...$249

CEC Announcements

Dr. Shelia J. Mingo has been appointed Special Assistant to the Executive Director for Ethnic and Multicultural Concerns. Mingo will provide leadership, direction, and coordination for CEC activities in this critical area. Mingo has served as CEC's Senior Director of Grants/Contracts and Research since February 1994. Prior to that she worked in the Chicago Public Schools as the Administrator to the Associate Superintendent for Special Education and Pupil Support Services.

Renewal Notices: As CEC personalizes our membership forms, CEC members may receive second and third renewal notices. Please excuse any inconvenience.

CEC Today will not be published in April. See you at convention!!

TAKE IT FOR *granted*

Minority Initiative: To provide science research experiences to minority teachers, teachers of minority students, and minority high school students. Deadline: March 29, 1995. Eligibility: Public or private nonprofit and for-profit organizations. Contact: Marjorie Tingle, 301/594-7947.

IDEA Special Studies Program: To evaluate the impact of IDEA. Eligibility: Public or private nonprofit organizations and state and local governments, including state and local education agencies. Deadline: March 24, 1995. Contact: David Malouf, 202/205-8998.

Instructional Materials Development: To develop new models and materials that improve the quality of precollege mathematics, science, and technology education. Deadline: March 15, 1995. Contact: Gerhard Salinger, 703/306-1614.

Environmental Education and Training: To develop projects that emphasize environmental issues related to health, inform citizens, empower them to make their own decisions, and use resources outside the classroom. Eligibility: Schools, school districts, higher education institutions, and other nonprofit organizations. Deadline: March 15, 1995 and August 15, 1995. Contact: Trevor Needham, 202/628-8200.

Teacher Professionalism: The Movement Has Begun

BY ARTHUR E. WISE

Amid the calls for reform of public education during the past several years, an unheralded revolution has begun—the professionalization of teaching. This revolution is aimed at developing the same sort of quality assurance procedures for teaching that are used in medicine, psychology, architecture, nursing, and other professions.

This means *professional accreditation* of the colleges that prepare teachers, *meaningful state licensing procedures* that determine if teachers have the appropriate knowledge and skills, and *advanced board certification* that recognizes experienced teachers.

In response to calls for education reform, new, more demanding accreditation standards for schools of education were developed in 1987 by the field at large through the National Council for Accreditation of Teacher Education (NCATE). These standards were further refined in 1994 to emphasize prospective teacher performance. At accredited institutions, ineffective courses have been replaced with real-world clinical experience and coursework that mixes theory and practice. Accredited schools of education now have high standards for admission to, progress during, and exit from their programs. Teacher candidates are evaluated continuously on a variety of performance-oriented measures.

CEC, a constituent member of NCATE, plays an active role in the accountability mechanism for teacher preparation. CEC members are nominated to participate on NCATE's boards and serve as members of on-site review teams that evaluate colleges of education.

The Accreditation Process

Classroom teachers, as well as teacher educators and policymakers, sit on NCATE's boards to determine if schools of education meet accreditation standards. Accredited schools of education are expected to use the standards of professional specialty associations, including those of CEC, to develop their program.

Making the Grade

In the past 5 years, 1 in 5 schools of education that have undergone professional accreditation review have been denied accreditation. The first 3 years under NCATE's new standards, the number was 1 in 4. This fact signals that important changes in expectations for schools of education have occurred in accredited schools.

But more work remains to be done. Only 500 of more than 1,200 colleges of education are professionally accredited by NCATE.

The Move Toward Professionalism

NCATE recently received a grant to further develop the link between student and teacher standards. The grant will assist NCATE's subject matter and specialty associations in further refining their teacher preparation guidelines.

NCATE has also received foundation support to create standards for professional development schools (PDS). The project will help to create more powerful ways for teachers to be educated for their roles. Policymakers will be invited to analyze options to integrate PDS into existing systems of preparation and licensure, thus drawing attention to the clinical component of preparation.

The schism that has existed between teacher preparation and practice is simply no longer acceptable. Teacher preparation should be part of a continuum of teacher development that integrates theory and practice at all stages of a career.

Several states are now in the midst of reform efforts to set new, more rigorous standards for teacher performance. NCATE has partnership agreements with 36 state departments of education. These partnerships go a long way toward eliminating duplication of effort between state program approval and professional accreditation. NCATE is working with state departments of education to assist in integrating specialty association guidelines for teacher performance and preparation into state program approval standards.

Finally, the National Board for Professional Teaching Standards is beginning to implement standards for recognizing accomplished teachers. This form of recognition may create a career ladder for teachers, which should encourage more teachers to stay in their positions.

Our perception of teachers will change only as we demand higher standards of them and of those who prepare them. A start would be for the public to insist upon and for states to set a general expectation that teachers graduate from professionally accredited preparation programs.

We demand that programs of study in all other professions—law, engineering, medicine, architecture—be professionally accredited. It's time to set high entry standards for all teachers, not just for some. And it's time to expect accountability from all of those—not just for some—who prepare the teachers for our nation's schools. ■

Viewpoint reflects the opinions of individuals. Your comments are welcome!

Arthur E. Wise is president of the National Council for Accreditation of Teacher Education. He previously served as director of the Center of the Study for the Teaching Profession at the RAND Corporation. His 1979 book, Legislated Learning, *anticipated the current wave of reform and called for school-based management and teacher professionalism.*

Charter Schools, *from page 10*

change the system and often look at student portfolios and individual progress to measure achievement instead of test scores, says Stolte.

Funding is another problem facing charter schools that serve special education students. Currently, charter school funding is handled on a state-by-state basis, and ED has not developed a broad policy for charter schools. Generally, if a special education student attends a charter school, funding follows the student. However, some states have determined that if parents choose to send their child to a charter school, then their child is not entitled to that money, said Fiegel.

A Return to Exclusion?

Some special education advocates fear that charter schools will exclude students with disabilities—they may want to service only high functioning students, or they may find the cost of making a school accessible to those with disabilities prohibitive.

"I think this is a legitimate fear," said Diana Rigden, Vice President, Precollege Program, Council for Aid to Education. "Special education parents need to be very vigilant about holding a district accountable for educating their children. If a community decides to vote for charter schools, parents of special education kids must be vocal at school board meetings and say 'You make sure my kid's there.'"

Fortunately, parents have the law on their side. Charter schools must comply with civil rights and disability rights outlined by the Americans with Disabilities Act. Therefore, a student with a disability could not be denied entrance to a charter school unless it required a "fundamental alteration to the school's program," said Reed Martin, attorney for students. Therefore, a student in a wheelchair could not be denied enrollment to a school that specialized in giftedness—even if it had to make the school "handicapped accessible." However, a student with severe mental disabilities might be denied admittance, he explained.

Others in the field oppose charter schools that specialize in students with disabilities because they can isolate these students from their nondisabled peers. And some fear that charter schools will become a dumping ground for special needs students.

But those who support them maintain that charter schools give parents an alternate option for educating their child, and parents can choose to enroll a child in a charter school or the regular public school.

Charting a Path for the Future?

As yet, no studies have been done to determine charter schools' effectiveness, cost, or impact on the educational system. Charter school opponents say they may be a good way for districts to experiment with school reform but offer little more. But charter school supporters say they can make major changes in America's educational system. Their strength lies not only in their autonomy, innovative educational practices, and obligation to meet their goals, but also in their ability to influence existing educational practices.

"Because of charter schools, a lot of districts are changing their behavior and attitude," said Ted Kolderie, Senior Associate at The Center for Policy Studies. "Rather than see a school set up by someone else, districts are becoming more responsive."

But perhaps Stolte best sums up charter schools and their current place in our educational system:

"Students who are not being challenged or meeting success need alternative programs. Just because one way doesn't work doesn't mean that child is failing. We owe it to kids to offer them different choices and find an educational environment that works for them." ■

Classified Ads

CEC Today *is now taking classified advertising. For rate and deadline information, contact Cindy Atwell, 703/264-9445, or James Casamento, 703/264-9454.*

Assistant/Associate Professor of Special Education, Delta State University, Delta, MS. EFFECTIVE DATE: Spring or Fall Semester 1995. QUALIFICATIONS: Doctorate in Special Education with Emphasis in Mild /Moderate Disabilities and/or Learning Disabilities and public school teaching experience in special education. Demonstrated commitment to teaching and scholarly writing and research. CONTACT: Virginia Hollimon, Chair of the Division of Behavioral Sciences, 601/846-4356, Division of Behavioral Sciences, Delta State University, Box 311, Cleveland, MS 38732.

Teach children with disabilities in San Antonio, Texas. Openings in all special education areas as well as in school psychology. Write Dr. Patrick Teicher, Northside Independent Schools, 5900 Evers Road, San Antonio, TX 78238.

School district in southeastern Washington is seeking Speech Language Pathologists. Direct inquires to Personnel Office, Walla Walla Public School, 364 South Park Street, Walla Walla, Washington 99362. Phone 509/527-3000 or FAX 509/529-7713.

Full time-positions available overseas. Masters degree required. Call National Medical Staffing, Inc., 800-331-8777 ext.198-C.

Teach in Alaska! Contact: Alaska Teacher Placement, P.O. Box 756880, Fairbanks, AK 99775, 907/474-6644; FAX: 907/476-6176.

Innovative Leadership Program in Special Education. Student support for full-time study is $16,500 per academic year. Areas of concentration: Early intervention, mild/moderate disabilities, severe disabilities, sensory impairments, and gifted education. Contact Dr. Randall Scott, Graduate Coordinator, University of New Orleans, Department of Special Education and Habilitative Services, New Orleans, LA 70148, 504/286-6609.

CALENDAR OF CEC *events*

march

March 11, 1995
Maryland Federation Conference on ADD. Call Connie Russell, 301/449-5758.

March 15-17, 1995
New Mexico Federation Conference, "Revisioning Excellence." Call Margie Lockwood, 505/345-8531.

March 17-18, 1995
Washington Federation Conference, the Yakima Convention Center, Yakima, WA. Call Ruth Peckarsky, 206/568-0682.

March 23-25, 1995
Missouri Federation, "Sculpting the Future," Springfield, MO. University Plaza Conference Center. Call Terri Chasteen, 417/833-0442.

March 26-29, 1995
15th Annual Super Conference on Special Education. Co-sponsored by Louisiana Department of Education and Louisiana Federation. Baton Rouge, LA. Call Patricia Morris, 504/522-8408 or 504/286-4751.

april

April 5-9, 1995
CEC Annual Convention, Indianapolis, IN Contact: CEC, 1920 Association Drive, Reston, VA 22091. Call 800/486-5773.

RACING TO EXCELLENCE

june

June 15-17, 1995
Georgia Federation Summer Conference, Epworth by the Sea, St. Simons, GA. Call William Whittaker, 404/696-9435.

july

July 9-11, 1995
DLD Institute, "Responsible Inclusion: A DLD Teacher in Partner Pairs." Call CEC Headquarters, 800/224-6830.

october

October 5-8, 1995
Conference of the International Council for Children with Behavioral Disorders, Harvey Hotel at DFW Airport, Dallas, TX. Call Lyndal Bullock, 817/565-3583.

October 19-21, 1995
DCDT Eighth International Conference, "Spectrum of Career Development: Focus on the Individual," Raleigh, NC. For a copy of the Call for Proposals, contact: DCDT Proposals, Division of Continuing Education and Summer School, East Carolina University, Greenville, NC 27858-4353. Proposals must be postmarked no later than April 21, 1995.

THE COUNCIL FOR EXCEPTIONAL CHILDREN
1920 Association Drive
Reston, VA 22091-1589

NONPROFIT
ORGANIZATION
U.S. POSTAGE
PAID
RICHMOND, VA
PERMIT NO. 930

Join the winning team at Indy! April 5-9, 1995.

CEC today

EXCLUSIVELY FOR MEMBERS OF THE COUNCIL FOR EXCEPTIONAL CHILDREN

VOL. 1 NO. 12
MAY 1995

CEC Launches National Campaign to Mobilize Support for Special Education Services

CEC is launching a major new campaign—Each One, Reach One—to support special education services and increase CEC membership.

The Each One, Reach One campaign is especially constructed to give members products and activities they can use to enhance CEC's advocacy stratagems, increase awareness of the positive achievements of our students and the special education field, and recruit new members.

This comprehensive program offers members a variety of products and information they can use to inform the press, policymakers, and other educators of the vital work being done in special education.

Some of its products include a new, hands-on activity guide, materials to engender media coverage, public policy information, and career awareness resources. And, CEC now offers members Facts by FAX—up-to-date summaries of special education facts and statistics members can access at the touch of a button to teach their community about current educational issues.

"CEC's Each One, Reach One campaign is a major effort that will help members mobilize their forces with grass roots activities. It will help retain and expand special education services in a time of government reassessment and restructuring," said Cindy Fox, CEC's Director of Marketing.

Each One, Reach One Activity Areas

Each One, Reach One focuses on three key areas:

- Public Outreach
- Career Awareness
- Membership Recruitment

Products and Activity Guide

Each One, Reach One products are designed to give members a wide array of tools to:

EACH ONE REACH ONE

Together – A Brighter Tomorrow for Exceptional Children

- Increase visibility.
- Enhance long-term communication.
- Build motivation.
- Reach out to the community.
- Advance special education.

Continues on page 15

Special Education Today

Special education is rated one of the hot fields for the '90s! Special education teacher ranks 4th out of the nation's 50 top jobs, offering high growth potential—75%— through the year 2005, according to a survey by *Money* magazine.

While special education teachers have traditionally been in high demand, legislation encouraging training for individuals with disabilities will increase the need for these educators, *Money's* survey predicts. Job opportunities for paraprofessionals are also expected to expand.

In addition, special educators are enjoying a high degree of job satisfaction and opportunities for professional growth, as evidenced by more teachers staying in the field longer. The latest national data show that only 6% of special education teachers working in public schools leave the profession. The past high attrition rates of special education teachers compared to general education teachers are declining, says Erling Boe, Professor of Education at the University of Pennsylvania. Special educators who

Continues on page 5

inside

Career Advancement............................2
Convention Highlights........................8
Do Not Resuscitate 14

Chart a Course for Career Advancement

Being a special education teacher can give you lifelong career satisfaction. And it can open doors to new career opportunities and advancement.

Many special education teachers have discovered they can work to promote the field and serve students with disabilities, even if they are not in the classroom.

Special educators are moving into administration—as special education administrators, principals, and superintendents. They are also working as college professors, curriculum developers, consultants, resource specialists, and textbook writers for special education. Others have become educational journalists, educational lobbyists, social workers, training and development specialists, assistive and adaptive technology specialists, employee assistance program counselors specializing in education, and more.

They are found in school and district administrations, state educational agencies, local and federal governments, regional resource centers, research agencies, and educational organizations and associations.

"The career opportunities for special educators are vast and unlimited," says Ken Bird, Superintendent of Schools at the Westside Community Schools in Omaha, NB, and member of CEC Chapter #60. "It's our own mentality that limits our options."

If you are thinking about a change, here are some steps to get you started:

Set Your Goals

Your first step is to decide what you would like to do. Grace Zamora Durán, CEC's Director of Membership, suggests you explore different career options through informational interviews. If possible, shadow individuals in careers you take an interest in and get involved in their day-to-day activities. Shadow off and on for 2-3 weeks if you can find the time.

It's Academic

If you need further academic credentials, go back to school. In addition to gaining required certification, you'll meet people who can help you with your job search. And you can take advantage of presenting and publishing opportunities that will enhance your vita and/or resume.

Steps You Can Take from the Classroom

While you are still teaching, get as much diversified experience as possible. For example, you can take on some duties that are traditionally the purview of general educators, such as sponsoring a club for students who are gifted. You should also volunteer for committees, such as textbook evaluation, supervisory committees, or special task forces. These activities show you are a team player and help you build networks, as well as expand and build your talents. In addition, you should try to develop experience in research, public speaking, and writing.

Finally, taking a position as department head can give you supervisory experience.

Marketing

Marketing yourself is important for career advancement. As a teacher, you should keep a portfolio of your accomplishments and share it with others. Examples include letters of appreciation from parents and supervisors, master's projects, newspaper clippings about yourself, articles you have published.... You should also include volunteer activities you have done that show the breadth of your experience.

And, make sure you present yourself in the most positive and skilled light possible. For example, a reading teacher could position her or his role as: "provided intensive academic and emotional support to youths in urban settings."

Ask a colleague in your chosen field to critique your vita or resume to ensure it uses the correct buzzwords and highlights relevant experience.

All these materials should be put together in a marketing package that is always ready and available.

Networking

One of the most important ingredients to successful job transition is building strong networks. You should build relationships across the educational spectrum—from universities, state and intermediate agencies, local school districts, professional organizations, and parents. Let all your associates know you are interested in pursuing new career opportunities.

Find a Soul Mate

It's easier to take risks with someone by your side. Find a friend who is also working to advance her or his career. You can work on projects together, share your greatest fears and hopes, commiserate, give each other courage, and bolster each other during the hard times.

Find a Mentor—and a Hero

Finding a mentor—or a few—is vital. In addition to helping you build your skills, mentors can recommend you for committees or task forces that will broaden your experience and help you come to the attention of leadership in your chosen profession. Having mentors from a variety of settings, such as a university professor, state or district personnel, fellow members of professional organizations, and colleagues, works to your advantage—and prevents you from wearing one person out with all your questions!!

To find a mentor, ask someone you admire for assistance in a particular situation—to look over something you've written or advise you on a task you have—and see if the person responds, says Jo Thomason, director of The Council of Administrators of Special Education (CASE). If they do, you have found someone willing to help you.

Bird suggests you also call on your heroes for help. He recalls asking keynoters if he could contact them and chat about some ideas, an approach that has led to lasting friendships, as well as advice and guidance.

Risk-Taking

Leaving the classroom—and preparing to leave the classroom—involves risk. It means putting yourself in new and challenging situations. It means sharing your hopes and dreams with others. And it means asking for feedback and critiques from friends and colleagues on your work, portfolio, and goals.

Take Advantage of Professional Organizations

Professional associations present wonderful opportunities to get help in looking at different career options and to enhance your marketability. Organizations such as CEC give you a safe environment to practice leadership skills. You will learn about current issues in the field, and you will meet other professionals who can help you prepare for job advancement.

Each of CEC's divisions can help educators pursue job opportunities in specific areas. CEC's division, Council of Administrators of Special Education, is helpful for those planning to pursue a career in administration. Those wishing to branch out into other areas should join the associations that best meet their future goals.

Put Yourself in the Spotlight

It is important to make yourself visible to district administrators or leaders in your new field. Volunteer for school, district, or state committees or task forces. Being involved in professional associations like CEC can also help. Associations are often asked for the names of people to serve on committees or task forces. You should also occasionally attend board meetings and, when appropriate, social activities at which you can mingle with district ad-

Continued on page 13

Put a New Home in Your Future

Thinking of buying a new home? CEC can help!

CEC's home mortgage program, developed exclusively for our members, can help you gain the financial assistance you need to make your dream home a reality.

CEC has joined efforts with one of the nation's largest mortgage lenders—PHH US Mortgage Corporation—to offer members access to a unique new home financing program. As a CEC member, you can take advantage of the following benefits:

- Convenience—apply by phone on your schedule—with no forms to fill out!
- Extended Hours—Monday-Thursday, 8:30 a.m.–10 p.m.; Friday, 8:30 a.m.– 8:00 p.m.; Saturday, 8:30 a.m.– 5:00 p.m.
- Low downpayment loans.
- Special Programs for first-time buyers, vacation homes, and construction loans.
- Extremely competitive rates.
- Free mortgage counseling—with no pressure tactics.
- Guaranteed 24-hour approval for qualified borrowers.
- Free loan qualification estimate.

Plus, PHH US Mortgage Corporation will answer all your questions and guide you through the loan process.

PHH US Mortgage Corporation has a national reputation for providing quality mortgage assistance to borrowers. At a time when the real estate market is showing signs of acceleration and interest rates have risen dramatically, PHH offers top-notch customer counseling to ensure that you won't be locked out of the housing market or miss out on an opportunity to refinance.

For more information on how you can receive free personalized home mortgage consulting and the financing you need, please call 800/210-8849, priority code RE1.

Don't wait any longer for the home of your dreams. Use your special CEC key: PHH US Mortgage Corporation. ■

inside

MAY 1995 VOL. 1 NO. 12

CEC Today is published by The Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091-1589. Telephone 703/620-3660, lyndav@cec.sped.org.

CEC Today is not copyrighted. Members are encouraged to copy and disseminate information in this publication.

CEC President: Pamela Gillet

Interim Executive Director: Nancy D. Safer

Editor: Lynda C. Voyles

Contributing Editors: Jacki Bootel, Department of Public Policy; Jean Boston, Publications and Professional Standards; Brian Carroll, Professional Development; Grace Durán, Membership; Cindy Fox, Marketing and Public Relations; Karen Vermaire Fox, Student CEC; Jeanne Glover, Membership; Shelia Mingo, Ethnic and Multicultural Concerns

Each One Reach One *1*
Special Education Today *1*
Chart a Course for Career Advancement *2*
Put a New Home in Your Future *3*
Advocacy in Action *4*
Student CEC Spotlight *6*
Multicultural *7*
Canada CEC *7*
Convention Highlights *8*
Division Focus *10*
CEC's 1994-95 Award Winners *11*
Professional Advancement *12*
LCCE Implemented Statewide
Viewpoint *14*
Do Not Resuscitate!
Classified Ads *15*
Calendar of Events *16*

Advocacy in Action

Child Nutrition Block Grants

As part of the welfare reform efforts, the House Committee on Economic and Educational Opportunities passed a bill (H.R. 999) that consolidates 10 federal food and nutrition programs into 2 block grants.

The school-based nutrition block grant would consolidate funding from school breakfast and lunch programs, low-cost milk, part of Child and Adult Care Food programs, and part of the Summer Food program.

The family nutrition block grant would consolidate funding for Women, Infants, and Children; part of the Child and Adult Care Food program; part of the Summer Food program; and the Homeless Children Nutrition Program.

The consolidation will end funding on a per-meal basis. The school-based nutrition block grant operates as a "capped entitlement," which restricts funding allocated for services. In the first year of the new system, the states' funding will be based on the number of children served in 1994. The bill would fund the block grant at $6.7 billion for FY 1996.

The block grant allows a funding increase of 4.5% a year for a total of $7.8 billion in FY 2000. However, the Congressional Budget Office estimates the block grant must grow by 5.2% to service the number of children who will qualify for school-based meals. States will only be required to use at least 80% for low-income children.

The provisions in H.R. 999 are part of the *Personal Responsibility Act*, H.R. 4, which passed on March 24. The Senate will also examine the House bill.

SSI for Children with Disabilities

Another part of the welfare reform package, H.R. 4, would change assistance to low-income children with disabilities through the Supplemental Security Income (SSI) program. Last year Congress established a commission to study the SSI program and report to Congress by November of 1995.

Instead of waiting for the Commission's findings, as CEC has urged, the Republican leadership crafted legislation that would severely change the program:

- Under a block grant program, states would provide medical and nonmedical services to low-income children with disabilities, choosing which services to finance from a list of allowable services.
- The Individualized Functional Assessment is eliminated as a basis for eligibility.
- To continue receiving services, a child's disability must meet or equal an impairment specified in the Social Security Administration (SSA) listing of impairments.
- For new recipients to receive cash benefits, a child's disability must meet or equal an impairment specified in the SSA listing of impairments and have a disability so severe the child is institutionalized or would require institutionalization if he or she did not receive assistance.

According to the Congressional Budget Office, 500,000 children will receive SSI cash benefits in FY 2000 as a result of the above changes, compared to 1.25 million if SSI was unchanged.

Reauthorization of IDEA

The Senate Subcommittee on Disability plans to introduce a 1-year extension of Parts C-H of the Individuals with Disabilities Education Act (IDEA)—programs that support early intervention, research, and professional development. Part B—the state grant program—is permanently authorized and will not expire.

In May, the subcommittee will conduct 2 days of informational hearings on special education and 4 days of briefings for the members' staffs in June. CEC, along with other interest groups, experts, and federal officials will address issues concerning IDEA's reauthorization.

In the fall, reauthorizing legislation will be introduced and the subcommittee will hold 2 days of hearings on the bill. The bill is expected to pass the Senate by Thanksgiving. The House is expected to consider the reauthorization in May.

Unfunded Mandate Legislation

The conference version of unfunded mandate legislation was signed into law on March 22, 1995. The law requires a bill or amendment (P.L. 104) imposing a federal mandate of more than $50 million on a state or local government, or $200 million on the private sector, to include an estimate of the cost and specify the money or taxes to pay for it.

If the bill is to be paid for with a subsequent appropriation, the bill must state that the mandate will expire if it is not funded or be scaled back if the appropriation is less than anticipated. Legislation that is brought to the floor and does not include these provisions will be subject to a point of order—a majority of members vote to continue to consider the legislation. Otherwise the bill would be sent back to the originating committee.

The law affects only prospective legislation. Legislation that is reauthorized will not have to comply with the bill's provisions unless funds are reduced for existing mandates, or new mandates are added that will cost a net increase of $50 million on state or local governments, or $200 million on the private sector. Also included in the bill are provisions that exempt any legislation that "enforces Constitutional rights of individuals or establishes or enforces any statutory rights that prohibit discrimination on the basis of race, religion, gender, national origin, or handicapped or disability status." ■

Education Rescissions

Funding for Gifted Education Cut!

In mid-March, the House passed a bill (H.R.1158) that would rescind $1.7 billion in education funding for FY 1995, including $4.6 million for the Jacob K. Javits Gifted and Talented Students Education Act—the only federal program that specifically targets the education of gifted students.

The Senate Appropriations Committee rescinded more than $700 million in education programs in its rescission package bill including $4.6 million in the Javits Act.

CEC's Department of Public Policy (DPP) has worked with CEC members, especially those in the gifted community, asking them to contact their Congresspersons and urge that funding for the Javits gifted and talented programs be restored.

Special Education Today *from page 1*

have appropriate certification and work in standard teaching positions are more likely to stay in their profession.

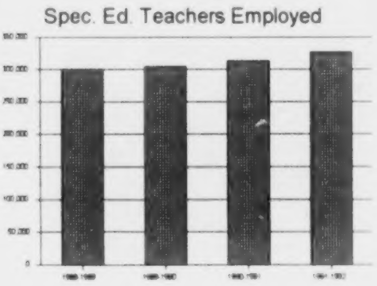
Some problems that still exist include: stress, lack of measurable student progress, excess paper work, problems with school administration, feelings of isolation, and lack of prestige.

"Special education provides multiple opportunities for professional and personal growth," said Nancy Safer, CEC's Interim Executive Director. "CEC is proud the profession has achieved the recognition within the educational system and within the nation that it so richly deserves."

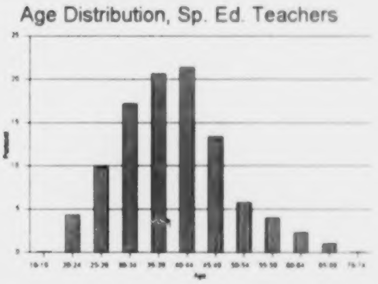
Who Are We?

Currently, 358,137 special education teachers work with students with exceptionalities. Almost 75% of us are between the ages of 30 and 50, with the majority between 35 and 44.

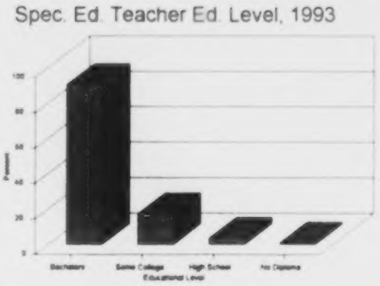
Almost all special educators hold a bachelor's degree, and many have earned master's degrees. The number of special educators who are certified for their teaching assignment and are obtaining standard teaching positions is increasing.



Source: 12th, 13th, 14th, 15th, and 16th Annual Reports to Congress, 1990-1991, Department of Labor, Bureau of Statistics.



Source: Department of Labor, Bureau of Labor Statistics, Office of Employment Projections, Unpublished raw data.



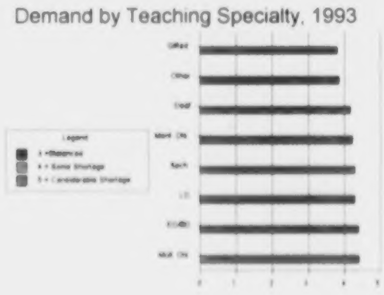
Source: Bureau of Labor Statistics.

Where the Jobs Are

Demand for special educators continues to be high. Experts attribute the rising need for personnel to: (1) a higher number of students eligible for special education services due to an increase in population, (2) services for children with disabilities have been extended to include preschool to 22 years of age, (3) an inadequate number of upcoming teachers who enter special education, and (4) teacher attrition.

By 2005, a minimum of 594,161 special educators will be needed—and the number may be as high as 648,131, according to the Department of Labor.

Recent data show that the greatest need exists for teachers of students with multiple disabilities, emotional or behavioral disorders, and learning disabilities.



Source: Careers in Teaching Handbook, College Admissions Counselors' Projections.

Demand for those who work with special educators is also expected to increase substantially by 2005. As service delivery systems are modified to reflect current best practices and desired values and attitudes, roles for paraprofessionals will expand. Paraprofessionals will extend the impact of the professional team; help develop direct intervention programming in community-based, inclusive environments; provide ongoing care to individuals with disabilities; provide ongoing support to families, help families access resources; and provide respite care, states *Current Trends in the Use of Paraprofessionals*.

In the U.S., the South Central, Southeast, and Rocky Mountain regions of the nation, and Alaska and Hawaii offer the greatest job opportunities for special educators.

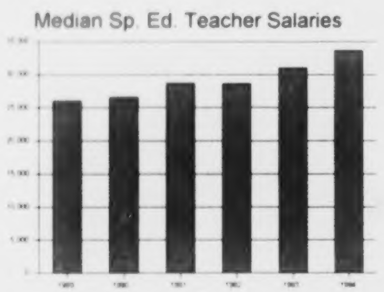
States with Highest Demand for Special Educators

New York	7,966
Florida	2,333
Louisiana	1,788
California	1,539
Texas	1,357
North Carolina	1,091
New Jersey	980
Wisconsin	945
Minnesota	750
Indiana	724

Salaries

The median annual salary of special educators in 1994 was $33,644, slightly less than that of general education teachers, $35,880. The discrepancy in salaries may be due to the fact that special educators are generally younger than general education teachers.

According to *Howard Nelson, Survey & Analysis* of salary trends, 1994 teacher salaries were highest in Connecticut (average salary, $50,389) and lowest in Mississippi (average salary $25,153). Beginning teacher salaries were highest in Alaska at $31,800 and lowest in North Dakota at $17,453.



Source: Bureau of Labor Statistics, Current Population Survey

Continues on page 15

Land Your Perfect Job

Dear Ms. CEC:
I graduate in less than a week and don't have a job yet. The stress is making me crazy, and I don't really know where to begin. Help!
Stressed and Jobless

Dear Stressed and Jobless:
Help is just around the corner. Here are some tips that will get you organized and ready to begin looking for a job.

1. Do Some Research

Before you begin, spend some time figuring out where you want to live and who is hiring. If you are willing to relocate, the top five states in need of special education teachers are New York, Florida, Louisiana, Texas, and California.

The National Clearinghouse for Professions in Special Education (NCPSE) can give you a wealth of information to aid you in your search. Contact them at 800/641-7824 to request their "Job Search" packet.

Also, contact CEC Headquarters (800/845-6232) to find out about the chapters that are close to the area in which you are looking for a job. Networking with CEC chapter presidents may provide you with an added resource when determining who to talk with and where to look.

2. Create Your Resume

Everyone you meet will have a suggestion about how to create the "best" resume. Talk to as many different people as possible—professors, principals, and teachers—to get a feel for what they suggest and pull from their ideas to create a resume that reflects your skills and experiences. Check with your school's Placement Office. Many keep resumes on file to give you formatting and word choice ideas.

Most resumes are one page and provide the employer with an overview of your knowledge and skills, experience, and hints as to what you'll add as part of the staff.

3. Design a Portfolio

Consider organizing a portfolio to further highlight your knowledge and skills. A portfolio is an organized notebook that reflects you in action and includes sections on your employment history, student teaching experience (a sample lesson plan and pictures of your room), involvement in CEC, and honors and awards. Your portfolio should document your experiences and demonstrate your value to students with exceptionalities and the school in which you will be working.

4. Do Your Homework

Once you've created your resume and portfolio, half your homework is done. The next step is to prepare for the interview. Before the interview, review the most commonly asked questions and prepare your answers. Ask people for the toughest interview question they ever had to answer and prepare answers for those as well.

Here are some questions you might have to answer:

- Why did you choose the teaching profession?
- Describe your student teaching experience.
- What was your toughest discipline problem, and how did you handle it?
- How would you involve parents with their child's education?
- Explain how you expect to motivate your students.
- If I walked in to observe your class, what activities would I see going on?
- What outside interests do you have besides teaching?
- Why do you feel you would be an asset to this school?

5. Make a Connection

During your interview, strive to connect with your potential employer. Employers often rely on gut instinct; and if a connection hasn't been made, that instinct won't be as strong.

Before you go for your interview, do some research on the school: find out the mission statement, learn facts about the administrator who will be interviewing you, talk with people in the community to see what they have to say about the school, and use all this information to connect with your interviewer.

6. Express Your Thanks

A thank-you note should be sent within a day of your interview. Not only will it make an impression, but if the position isn't right for you, a thank-you note will help get your name passed along to someone who does have the right position.

Good luck with your job search.
Ms. CEC ■

CEC Helpers Group Nominated for TV Award

The 6th grade Helpers Group at Lime Kiln Elementary School, Suffern, NY, can't seem to do enough of a good thing. The Helpers Group is good for the students they serve. And they may turn out to be good for a New York cable TV company.

The Helpers Group, under the direction of Eunice Schwartz, special education teacher and member of CEC chapter #615 was recently featured on *The Kid Report* produced and aired by TKR Cable TV. The 19 youths in the Helpers Group support special education through volunteer activities, personal friendship, and individual help. They volunteer during lunch hours, participate in sensitivity training, invent and develop adaptive games, and serve as hosts and hostesses for the school's annual awareness day, which provides opportunities for students to learn about various types of disabilities.

The video highlighting the Helpers Group has been nominated for a Cable-Ace Award, and two helpers have been selected by the show's producer for future appearances.

Schwartz's Helpers Group are the youngest members of any CEC High School Club.

For more information on how to establish a Helpers Group, contact Karen Vermaire Fax. 703/264-9483

CEC's 1996 Convention Features Multicultural Education

CEC's 1996 convention in Orlando offers special educators of culturally and linguistically diverse exceptional learners (CLD) an excellent opportunity to share their programs, research, and strategies with other educators, paraprofessionals, and parents. **Proposals are due May 19, 1995.**

CEC and The Division for Culturally and Linguistically Diverse Exceptional Learners (DDEL) are planning a wide variety of presentations related to services for these students, including preconference workshops, special strands, and presentations on topics addressing culture and language. A sample of targeted topics include second language acquisition, assessing CLD learners, bilingual and/or multicultural special education programs and services, and partnerships with culturally diverse families. The convention will also feature successful programs for CLD exceptional learners.

Presenters will enjoy a large audience in Orlando, Florida has one of the largest linguistically and culturally diverse student populations in the country, and its educators are leading the nation's efforts to meet these students' needs.

For example, Florida requires all educators who serve limited-English-proficient students to acquire training in topics related to second language acquisition and teaching English to speakers of other languages (ESOL). A court order mandates that:

- Teachers—including special educators—who provide language arts and reading instruction to limited-English-proficient students earn an endorsement in ESOL (5 courses or 300 hours).
- Content area teachers take 60 hours (1 course) of multicultural training.
- Special and support services personnel take 18 hours of multicultural training.
- Teachers who provide ESOL instruction earn a master's degree in ESOL.

In addition, Florida's special educators have developed widely accepted and effective training materials for use with culturally and linguisticly diverse students.

CEC and DDEL extend a special invitation to all educators participating in exemplary programs for CLD exceptional learners to submit a proposal to share their success with convention participants. Of particular interest are proposals on topics such as design and implementation of effective services for multicultural exceptional students; curriculum development and instructional strategies; multicultural staff development; and personnel preparation, research, and policy. ■

For more information, see the Addendum to Call for Proposals, EC, March/April 1995, pg. 471, or call 800/224-6830.

canada cec

Canadian CEC Researches Teacher Attitudes Toward Inclusion

CEC in Canada is pleased to participate in a federally-approved study to determine the willingness of teachers to accept persons with disabilities in the general classroom. *Resistance and Acceptance: Teacher Attitudes Toward Integration of Students with Disabilities* will be used to identify policy guidelines for education systems and teacher training programs. This 4-year study will also serve as a basis to develop resources to facilitate integration in Canadian schools.

Resistance and Acceptance will yield information about:

- The attitudes of educators toward inclusion and the basis for those attitudes.
- The degree to which teacher support for and concerns about the integration of students with disabilities arise from structural or financial characteristics of the education system.

The study will involve approximately 2,000 teachers and teachers in training who will be surveyed within a 2-year period.

Gary Bunch, professor of education at York University in Ontario will serve as principal investigator, with Judy Lupart, professor of educational psychology at the University of Calgary (Alberta) and Margie Brown, professor at Acadia University in Nova Scotia, as co-investigators. Other participants in the research team include The Canadian Association for Community Living, The Centre for Integrated Education and Community (Toronto), the Canadian Teachers Federation, the Alberta Ministry of Education, and the Hamilton-Wentworth Separate Board of Education in Ontario.

For more information, call Doug Squires, 613/747-9226. ■

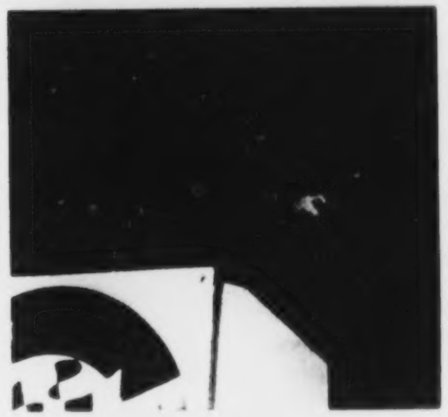
in Memoriam

CEC is saddened to announce the recent passing of some notable members and friends.

Edward Roberts, activist for rights of individuals with disabilities, dedicated his life to helping persons with special needs live independently. His work led to 400 centers for independent living throughout the country. Roberts also served as director of the California Rehabilitation Department and helped found the World Institute on Disability. He died on March 14, 1995.

Ray Simches, President of CEC, 1974-75 passed away on March 13, 1995. As Director of the New York State Division for Handicapped Children, Simches planned and administered all the state's programs for children with disabilities. He then migrated to Washington, DC, where he helped develop special education and rehabilitation services for the Office of Special Education Services. Simches also served as president of the National Association of State Directors of Special Education.

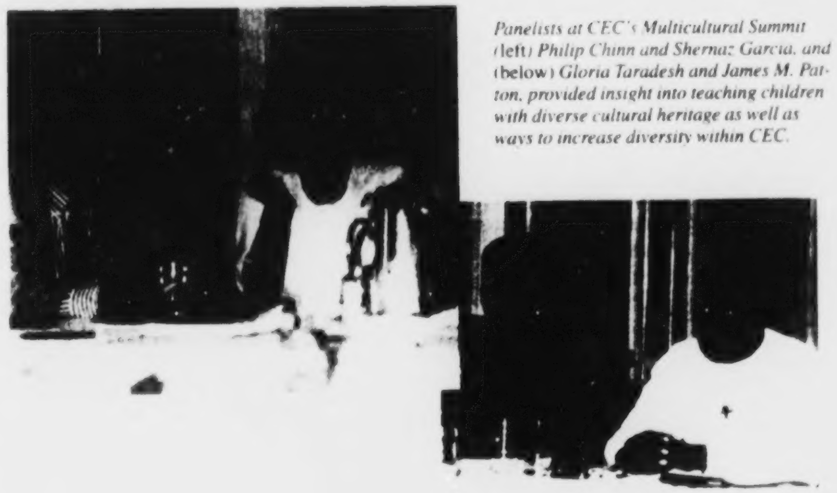
CEC's 1995 Convention: Learning, Inspiration, and Fun!



CEC's keynote speakers Mary Montle Bacon (top left) *and Barrie Bennett* (top right) *shared their love of teaching, wisdom, and inspiration with attendees. Bacon explored new ways to reach children with exceptionalities in* "Them That Got's the Gold": Empowering the Challenged Student, *and Bennett addressed the extraordinary qualities of special education teachers in* Beyond Monet: The Place Where Teachers Live. (left) *Thomas Hehir, Director, Office of Special Education Programs, U.S. Department of Education, gave attendees an overview of the issues concerning the reauthorization of the Individuals with Disabilities Education Act (IDEA).*

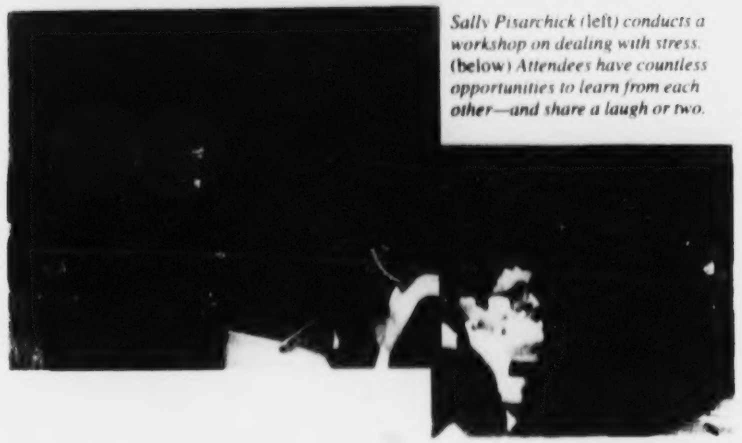
John Balogh, (left) *senior at Lock Haven University, PA, proudly displays the contract for his first teaching position—awarded after a 2-hour interview at the Job Fair.* (right) *Nikki Murphree gives the materials in the Assistive Technology Lab a try.*

Meet some of the 1995 CEC award winners. (above) *Lyndal M. Bullock, J. E. Wallace Wallin Award; Pamela K. Gillet, CEC Outstanding Contributor Award; and James E. Ysseldyke, CEC Research Award.* (above right) *Nancy Safer, CEC's Interim Executive Director, with Brenda Jean Robbins, CEC's 1995 Clarissa Hug Teacher of the Year.*



Panelists at CEC's Multicultural Summit (left) *Philip Chinn and Shernaz Garcia, and* (below) *Gloria Taradesh and James M. Patton, provided insight into teaching children with diverse cultural heritage as well as ways to increase diversity within CEC.*

> **"Teaching is an art. It's the most sophisticated thing in the world. Nothing touches it!"**
>
> *—Barrie Bennett, keynote speaker*



Sally Pisarchick (left) *conducts a workshop on dealing with stress.* (below) *Attendees have countless opportunities to learn from each other—and share a laugh or two.*

CEC RESOURCES

The CEC resource center in the Exhibit Hall provided attendees with immediate access to CEC publications and free information products.

In addition to learning the latest teaching strategies, CECers take some time to catch up on the latest moves.

Division Focus

CASE

The Council of Administrators of Special Education

At the CASE Annual Business Meeting in Indianapolis, CASE announced its award recipients for the current year. CASE is proud to honor the following members:

- Diane Sorrell-Hardison, Outstanding Administrator of Special Education.
- Pamela Gillet, Harrie M. Selznick Distinguished Service Award, CASE's highest honor.

Other convention highlights for CASE members included the CASE Fun Night at the Indianapolis Speedway and the CASE member reception. And the CASE professional sessions were outstanding. Thank you to all who helped make the CASE sessions and activities possible.

Plans are underway for the CASE International Conference on Public Policy in Special Education, to be held November 16-18, 1995, at the Red Lion's La Posada Inn in Scottsdale, AR. Keynote speakers will include Tom Hehir, Director of OSEP; Edward (Lee) Vargas, Assistant Superintendent of the Santa Ana Public Schools; and Art Cernosia, Attorney.

And, Mike Livovich will offer a preconference workshop on Section 504. Plus, participants can attend five professional strands covering:

- Urban Issues.
- School Reform and Restructuring.
- School Violence.
- Legal and Litigation Issues.
- Public Policy.

CASE members will receive registration forms in the CASE newsletter. Others should contact the CASE office, 615 16th St., NW, Albuquerque, NM 87104. Registration deadline is October 15, 1995.

CCBD

The Council for Children with Behavioral Disorders

CCBD congratulates Steve Forness, winner of CCBD's Leadership award. A past president of CCBD, Forness consistently gives of his time and knowledge to promote CCBD activities and improve outcomes and resources for individuals with disabilities and those who serve them.

Plan now to attend CCBD's two professional development workshops this summer, to be held July 21-22, 1995, in San Diego, CA, and July 28-29, 1995, in Bethesda, MD. Richard van Acker and Eleanor Guetzloe will present innovative and effective strategies to deal with violent and aggressive youth. For information, call Lyndal Bullock, 817/565-3583.

Plus, CCBD's International Conference on Behavioral Disorders will be held October 5-7, 1995, in Dallas, TX.

CEDS

The Council for Educational Diagnostic Services

Get into the swing of things with CEDS' third international topical conference, *Jazzin' Up Assessment III*, November 8-11, 1995, New Orleans, LA, features James E. Gilliam, author of two diagnostic tests on autism and ADHD. Gilliam will present "The Analysis of Defensible and Workable Behavior Management Plans." Plus, a wide array of sessions give attendees the latest information on assessment for every age group. Topics include:

- Language assessment.
- Family involvement in assessment.
- ADHD.
- Assessment of autism.
- Assessment and the use of precision teaching.

Diagnosticians, psychologists, evaluators and teachers, and learning consultants won't want to miss this dynamic conference. For information, call 404/438-0664.

DCCD

The Division for Children with Communication Disorders

DCCD's executive board sponsored an interorganizational forum at their April meeting in Indianapolis. Organizations represented at the forum included CEC's Department of Public Policy, Division for Early Childhood, and Council of Administrators of Special Education, as well as The Council of Language, Speech, and Hearing Consultants State Education Agency and the American Speech-Language-Hearing Association.

The objectives of the forum were to discuss problems in the delivery of services to children with special communications needs from various perspectives in light of current budgetary constraints; discuss solutions to the problems presented; relate proposed solutions to recommendations for CEC's proposal for clarification of "highest standards" language in its testimony about the reauthorization of the Individuals with Disabilities Education Act; and develop DCCD's role (and possibly recommend CEC's role) in a strategic plan for a comprehensive, long-range solution to service delivery problems.

Outcomes of the meeting will be published in the next edition of the Division newsletter.

DCDT

The Division on Career Development and Transition

Look for DCDT's new publication, *Transition Assessment*, which CEC will publish this fall. This practical guide will assist special needs personnel to collect and utilize student centered assessment information to implement transition planning within and beyond the school setting.

Transition Assessment also presents practical approaches and strategies for career development, student self-determination, assessment methods and approaches, professional roles, and assessment outcomes with respect to Individualized Education Programs (IEPs).

Authored by DCDT members Patricia Sitington, Wynn Begun, Pamela Leconte, Richard Lombard, and Debra Neuber, *Transition Assessment* is an invaluable resource for special education teachers and administrators.

DEC

The Division for Early Childhood

Plan now for a mid-winter vacation—bring the family to DEC's annual conference in Orlando, November 1-5, 1995. Attend the sessions of your choice and see Disney World, Epcot Center, Sea World, Universal Studios-Florida, and the Disney/ MGM Studio. Call 302/398-8945 for information.

DISES

The Division of International Special Education and Services

One of DISES' goals is to make CEC the premier international special education organization. DISES/CEC members in Israel and Ireland are off to a good start with their overseas CEC chapters.

Tom Gumple, an organizer of the international conference on ADD and a faculty member of The Hebrew University of Jerusalem, is working with Professor Malka Miller to organize the Israel CEC chapter. Mark O'Reilly, a faculty member of the University College, Dublin, is establishing CEC's Ireland chapter.

For more information, contact Bob Henderson, 217/244-3559 or bob-h@uiuc.edu.

DLD

The Division for Learning Disabilities

Mark your calendars for July 9-11, 1995, for "Responsible Inclusion: A DLD Teacher Institute," to be held in Asheville, NC. You'll learn practical strategies for teaching students with learning disabilities in the general education classroom.

This stimulating and interactive institute is designed so that special and general education partners work together to find solutions for collaboration and inclusion at secondary and elementary levels.

Participants are urged to register in general and special education pairs. Registration is limited. For information, call 800/224-6830.

Also, DLD urges its members to visit their congressional representatives and advocate for the reauthorization of the Individuals with Disabilities Education Act.

MRDD

The Division on Mental Retardation and Developmental Disabilities

MRDD is pleased to announce MRDD's membership has steadily increased during the past year, making us the third largest division in CEC. Also, this year the Board of Directors has approved the establishment of a leadership council consisting of past MRDD presidents to provide guidance. If you would like to contribute an idea or concern to the leadership council, please contact the MRDD office, 303/351-2691.

The Board of Directors is validating beginning teacher competencies. If you received a survey, please send in your responses. For information, call Allen Huang, 303/351-2691.

CEC's 1994-95 Award Winners

CEC congratulates the following members and units, who were honored at the convention, April 5-9, 1995, for their outstanding achievements and contributions to special education and CEC. We commend you for your commitment, service, and dedication to your field.

J. E. Wallace Wallin Award

Lyndal M. Bullock
Professor
University of North Texas
Denton, TX
Member of CEC Chapter #733

CEC Outstanding Contributor Award

Pamela K. Gillet
Superintendent
Northwest Suburban Special Education Organization
Mt. Prospect, IL
Member of CEC Chapter #302

Clarissa Hug Teacher of the Year Award

Brenda Jean Robbins
Music Therapist and Teacher
Leon County Public Schools
Tallahassee, FL
Member of CEC Chapter #311

CEC Research Award

James E. Ysseldyke
Professor
University of Minnesota
Member of CEC Chapter #367

CEC Business, Agency, and Community Award

Kmart, South Parkersburg, WV
J.R. Cottrill, Manager

Award for Excellence

In recognition of units that have demonstrated exceptional growth, resulting from creative and innovative programs, projects, publications, activities, and service initiatives.

Northern Virginia Chapter #192
Redbud Chapter #1151
New River Valley Chapter #1043
Virginia Beach Chapter #823
Sarasota Chapter #296
Pickens Oconee Chapter #728
Seminole County Chapter #921
Chicago Chapter #10
Millersville Chapter #440
Delaware CEC Federation
Florida CEC Federation
Will County Chapter #141
Bay County Chapter #243
Orange County Chapter #188
Kansas CEC Federation
Haldimand-Norfolk Chapter #834L
Tampa Bay Chapter #194
Lee County Chapter #1028

Honorable Mention

South Carolina CEC Federation
Jacksonville Chapter #99
Suncoast Chapter #176

Leadership Training

For developing and implementing extensive training programs for current and future leaders of CEC that encompass the goals, structure, and mission of the association.

Kansas CEC Federation
Orange County Chapter #188
South Carolina CEC Federation
Nebraska CEC Federation

Programming

In recognition of exemplary professional development programming that meets the needs of a chapter, federation, or unit and addresses topics that further special education teaching, advocacy, and service.

Omaha Chapter #60
Victoria-Haliburton Chapter #261
Will County Chapter #141

Public Relations

For conducting extraordinary public relations programs that promote public awareness of the needs and capabilities of exceptional persons, service providers, and educators.

Victoria-Haliburton Chapter #261
Kansas CEC Federation

Life Centered Career Education (LCCE) Is Implemented Statewide

The state of Alabama has adopted LCCE as its primary tool for transition planning for students with exceptionalities. *CEC Today* spoke with Maybrey Whetstone, Program Support Coordinator, Alabama State Department of Education, Division of Special Education Services, to learn his insights into incorporating LCCE into any school district's curriculum.

How did LCCE come to be chosen by so many of Alabama's school districts?

Several years ago, Alabama's Transition Task Force, which is composed of teachers, parents, and administrators, reviewed a number of curriculum materials to provide a framework for transition activities. I had had experience as a classroom teacher with the LCCE curriculum and so did several others on the Task Force. We all felt that because of its flexibility and functional content, LCCE offered an approach that could be recommended to all our schools or Local Education Agencies (LEAs). We wanted an approach that included assessment as an integral part of the curriculum.

How did you introduce the LCCE curriculum to the LEAs?

We tested the approach in four LEAs to be sure it would do what we were looking for. Because many teachers had already been exposed to LCCE, there was quite a bit of competition to be one of the experimental sites. We started by scheduling an LCCE training workshop for our Regional Specialists, Vocational Education Coordinators, and key personnel from the four pilot sites. We felt it was very important to establish a solid knowledge base so that administrative leadership would be assured.

Soon, other LEAs began asking for materials. We offered assistance to any of our 130 LEAs that wished to implement the program. To help them get started, we offered to provide one free Curriculum Package if they bought one or more packages for themselves. For the most part, we used money from the Division of Special Education Services to buy these sets that we gave away to the LEAs. Local districts or individual schools used local funds or instructional supplies money to purchase their sets. Having a blanket 20% discount for all sales within the state also helped.

How do the various LEAs use the material?

It varies quite a bit from one place to another. We didn't want to force the curriculum on anyone. In some places the curriculum is infused into the general education program. In others, it is used mainly in self-contained settings. Some LEAs have adopted it in most of their schools, whereas others have only one or two schools using it. We are still getting new locations beginning the program. When I asked them what made them decide to try the LCCE curriculum, a frequent reply was that transferring students had been working with the curriculum at their old school, and the family insisted that they continue with it in their new location.

What are the keys to successful implementation?

The approach can be implemented in any state as long as the administration is committed to training and providing ongoing technical assistance. It helps to have the support of the State Director. The team who recommends the program needs to be thoroughly knowledgeable about how the approach works, how to use it with students, how to relate the assessment elements to the rest of the curriculum, how to interface with the community and work-study aspects of the curriculum, and how to ease it into the current program by nurturing it and developing it gradually.

You need to start with whoever is interested in working with it. If it is a teacher, we contact the local special education coordinator and then take it to the superintendent. We encourage parent nights where the elements of the approach are explained. We also produce a quarterly newsletter that contains a lot of information about LCCE. We are trying to do more to develop the community aspects of the program.

Alabama has a state required Individualized Education Program (IEP) form for which we have created a bank of objectives, including the LCCE Competencies. This saves teachers a lot of effort when writing IEPs.

Do you have any evaluation data on the long-range benefits for students?

Unfortunately, we haven't been able to afford follow-up studies to see how these students are adjusting to independent living. We do know that many of our most difficult students who are traditionally candidates for early dropout have stayed in school and eagerly participated in the work experience program, which is part of the curriculum. ■

School-to-Work Transition
Life Centered Career Education
Regional Training

A complete program to help you give your students the skills they need to make the transition from student to adult, from school to work and postsecondary education

Where:
Springfield, MA
May 11-12, 1995
Washington, DC
July 27-28, 1995
Kansas City, MO
October 19-20, 1995
Tuition:
Members.........$199
Nonmembers...$249

Call now! 800/224-6830

Share the Magic of Learning!

Putting
MAGIC
into
LEARNING

CEC Annual Convention
April 1-5, 1996 • Orlando, Florida

CEC's 1996 Convention, to be held in Orlando, FL, April 1-5, promises to put magic into learning for exceptional children—and their teachers, service providers, and parents.

For the first time, presenters can lead two different presentations—a Panel-Lecture-Demonstration and a Poster session, or a Colleague Idea Exchange and a Poster session. Plus, our new format permits presenters to take advantage of 2-hour time blocks, allowing for hands-on activities, films, slide-shows, and other activities that will enhance presentations.

And the strands planned for next year's convention feature the topics that educators want—and need—to know more about:

- Technology.
- Culturally and Linguistically Diverse Exceptional Learners.
- Collaboration—bringing together schools, family, and community.
- Inclusive Schools.
- Managing Behavior Problems in a Safe Environment.
- Legal and Legislative Issues in Special Education.
- Attention Deficit Disorder (ADD).

Plan now to join us in Orlando. Presentation proposals are due May 19, 1995. For information, call 800/486-5773. ■

Thinking of Summer School? Think CEC!

CEC's new summer institutes will give you all the advantages you need to get the new school year off to a great start. At our Professional Development Summer Series, scheduled for July 20-21, 1995, in Washington, DC, you'll meet with today's educational leaders; learn the latest information, teaching strategies and new educational developments that are changing education for you and your students; and network with educators from across the nation.

And, in most states, you can earn CEUs for participating in CEC's professional advancement workshops.

Attendees can choose any two sessions from a menu of 14 essential topics for today's educators, including:

- Supporting At-Risk Students.
- Preventing Violence in the Classroom.
- Legal Trends and Laws that Affect Special Education, Teachers, and Students.
- Effective Instruction for Urban Settings.
- Career Education and Transitioning.
- Making the Most of Cooperative Teaching.
- The Inclusive Classroom.

Plus, you can take advantage of Washington's many historic and exciting sights. A visit to the White House, our national monuments, the Smithsonian Institution, or the city's many fine restaurants will cap off 2 days of excitement and learning.

CEC's Summer Institute provides the perfect opportunity to combine career advancement and development with a family vacation in a new, dynamic city.

Sign up today. Call 800/224-6830 for information. ■

Be a Part of CEC's 1996 Convention

Submit Your Proposals Now!

Proposals for CEC's 1996 convention, to be held in Orlando, FL, on April 1-5, are due by May 19, 1995. For the complete call for proposals, please see *Exceptional Children*, February 1995, page 402-405. For additional information, see the March/April issue of *EC*, page 471

For further information, call

800/486-5773

Career Advancement, *from page 3*

ministrators, government officials, and business leaders.

Publishing

Publishing is a great opportunity to develop self-confidence, increase credibility, and get your name out. And it impresses future employers. You can publish through organizations such as CEC, contribute to professional journals, and write editorials for local newspapers. All journals have author guidelines, so it's as easy as a phone call to get started.

Public Speaking

Public speaking helps you become known and adds to your skill base. You could start by giving inservices at your building or presenting at a conference. Your mentors can recommend you for further speaking engagements.

Appearance

Attire is important. Don't fall into the trap of thinking that "the only ones who see me are this small group of children."

"Too often teaching, especially in special education, is seen as a terminal position," said Bird. "It's ok to want to grow professionally, have a position of higher status, more visibility, and travel opportunities. Leaving the classroom does not mean you are leaving special education. It just gives you an opportunity to use your communication and administrative skills, as well as your special ed skills." ■

Do Not Resuscitate!

The Schools' Response to DNR Orders

BY DONNA KLOPPENBURG
AND MARY KAY DYKES

Medically Fragile Students

A teacher leafs though a student's medical and academic history and finds a new form in the mass of paperwork—a request from a student's parents for school personnel to comply with doctor-issued "Do Not Resuscitate" (DNR) orders. DNR orders ask school personnel not to intervene to provide life-sustaining emergency care for the student should an emergency arise.

As the delivery of appropriate services for students expands to include children with severe disabilities as well as students with progressive physical or health impairments, DNR orders have surfaced recently as an issue educators must face. Not only must they determine the legal implications for schools in this situation, they must develop a policy that gives clear guidance to faculty, staff, and parents who may face this situation.

Legal Implications in Education

Due to significant advances in medical technology and treatment programs for premature babies, emergency trauma, acute diseases, and terminal illnesses, schools are enrolling increasing numbers of students considered to be medically fragile or who have significant medical complications. Each year additional school personnel are being required to provide health-related care necessary to support life-sustaining functions in order for students to attend school.

The Individuals with Disabilities Act and Section 504 of the Rehabilitation Act clearly address a student's right to attend public school in the least restrictive environment. The courts have further delineated the school board's responsibilities to provide health-related care to this population since *Irving Independent School District vs. Tatro*, 104 S. Ct. 3371 (1984). Court decisions continue to conclude that schools are responsible for medical care that is intermittent in nature but are not responsible for constant in-school nursing care.

The courts grant students requiring constant nursing care the right to attend public school and receive educational benefit. However, the question as to who will pay for the intensive life-support care required for the medically fragile student when that level of care is considered to be more than a reasonable accommodation remains unanswered.

The Right to Die

Court decisions regarding a person's right to die or right to refuse life-sustaining care have been limited to cases where the person in question has declared his or her intentions when competent. In cases where an individual has designated another person to decide to discontinue life sustaining care on his or her behalf, the individual has been either terminally ill or in a persistent vegetative state.

At this time, no court decisions on denying life-sustaining care for persons outside a health care facility have been made. Furthermore, none involving denial of emergency intervention required to sustain life when the person is on school grounds have been made.

Who Decides to Implement a DNR Request?

DNR orders require a determination that a particular emergency is an appropriate time to discontinue care. This decision is outside the expected professional competency of educators. In a hospital or health care facility, a physician or professional health care team is available to make such a determination.

In a school, that decision would have to be made by a teacher, an administrator, or a school nurse. This type of decision is not appropriate for school personnel to make. It must be made by medical personnel. When parents present a DNR order to the school staff they should be informed of the policy of the education agency.

A DNR Policy for Schools

Before an emergency occurs, it is important for school boards to develop a policy concerning actions to be taken if a parent has submitted a DNR request. One policy adopted by school boards states that when a life-threatening situation occurs for any student, the staff will intervene until emergency medical personnel arrive. Emergency care information, including any special orders such as a DNR request, will be provided to the emergency medical personnel upon arrival.

This policy prevents educators from having to make medical decisions that could cause liability to be incurred by the school, education agency, or its employees. ■

Herlen, E.R. (1994). *Is there a right to die on school grounds?* 15th National Institute on Legal Issues of Educating Individuals with Disabilities. Alexandria. VA. LRP Publications.

Utah State Office of Education (1992). *Guidelines for serving students with special health care needs*. Salt Lake City, UT.

Viewpoint reflects the opinions of individuals. Your comments are welcome!

Donna Kloppenburg is a Supervisor of Special Education for Cobb County Public Schools in Marietta, Georgia, and president of CEC's Division for Physical and Health Disabilities (DPHD). Mary Kay Dykes, Professor of Special Education at the University of Florida, is President Elect of DPHD.

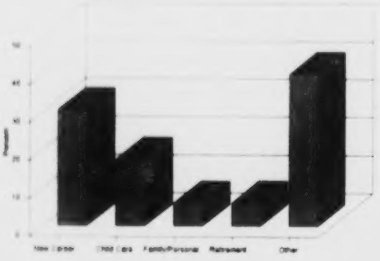
Special Ed Today, *from page 5*

Why Special Education Teachers Leave

Though special education teacher attrition is a concern, the data is somewhat inconclusive. Though special educators leave their positions more frequently than general educators, it is often to move to another school within their district or state. Many special education teachers leave the classroom to pursue job opportunities in administration, and some transfer to general education.

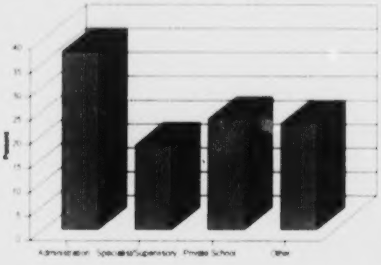
Special educators are three times more likely than general educators to report pursuit of another career as the main reason for leaving, according to a study conducted by Boe. However, they are also more likely than general educators to be employed in nonteaching positions in the field of education.

Reason for Leaving



*Other includes health, better salary, return to school, dissatisfied with teaching, layoffs, sabbaticals, and other.
Source: 1987-88 School Staffing Survey and the 1988-89 Teacher Followup Survey, National Center for Education Statistics

New Positions in Education



*Other includes employment such as support staff, coach, and other.
Source: 1987-88 Schools and Staffing Survey and the 1988-89 Teacher Follow up Survey, National Center for Education Statistics

What Will the Future Bring?

New Roles for Special Educators

As new legislation and educational reform impacts education, the field of special education will continue to expand, according to experts. Special educators and related service specialists can expect to assume new roles. They will serve as collaborators and consultants to general educators, actively involve family members in educational planning and programming, and help students and families identify and secure resources. New job opportunities such as transition specialists, resource specialists, family involvement coordinators, and technology engineers will give special educators additional options for career growth.

The role of administrators will also change. They will be called upon to implement staff development and inservice training to help teachers secure the knowledge and skills to work effectively with students with a variety of learning and behavior problems in inclusive settings.

New Roles Demand New Skills

Experts also predict that special education teachers will be asked to communicate their expertise to team members; share responsibility for programming with other professionals; and develop, implement, and evaluate instructional programs for students at all age levels and with diverse special needs. In addition, special educators may be expected to have a working knowledge of microcomputers and assistive and instructional technologies.

The movement for national standards is expected to continue, and standards for certification for special educators may change to reflect the broader range of competencies outlined above. ■

National Campaign, *from page 1*

In addition to our campaign products, the Each One, Reach One activity guide contains dozens of ideas, activities, resources, and more.

CEC's Facts by FAX

To help members get information into the community in a timely, efficient manner, CEC recently implemented a new Facts by FAX system. By using FAX on Demand, CEC members can request fact sheets on issues of importance to their community, and the information will be faxed to them instantly.

Educate with FAX!

Facts by FAX gives members the means to get vital special education information to the community quickly and easily. Participants can disseminate, reprint, or excerpt CEC's brief fact sheets in correspondence, editorials, and/or newsletters to colleagues, policymakers, reporters, parents, and others.

Just a Phone Call Away

To access Facts by FAX, call 703/ 264-9420, and dial 701 for an index of publications. Some of the issues you can receive information on include:

- Each One, Reach One Materials.
- Career and Salary Information.
- Special Education Funding.
- *Contract with America* and Its Impact on Children with Exceptionality.
- Inclusion.
- Assessment and Special Education.
- Gifted Education.
- Cost Efficiency of Early Intervention.
- Communicating with Culturally Diverse Populations. ■

Classified Ads

For rate and deadline information, contact Cindy Atwell, 703/264-9445.

Positions Wanted

EMPLOYMENT WANTED: Certified teacher has eight years experience in behavior disorders: ADD, ED, LD. Seeking employment in areas of Austin, Texas; east of Albuquerque, New Mexico; or Prescott Arizona, before July 1995. Send information to: Carol L. Cheatham, 5525 Jessamine, Houston, TX 77081, 713/808-1081.

CALENDAR OF CEC *events*

june

June 15-17, 1995
Georgia Federation Summer Conference, Epworth by the Sea, St. Simons, GA. Call William Whittaker, 404/696-9435.

June 15-17, 1995
Texas Federation Conference, "Collaboration Celebration '95," Worthington Hotel, Fort Worth, TX. Call Cindy Thigpen, 512/335-1660.

july

July 9-11, 1995
DLD Institute, "Responsible Inclusion: A DLD Teacher Institute for Special/ General Partner Pairs," Raddison Hotel, Asheville, NC. Contact for information/ registration: CEC Headquarters, 800/224-6830.

July 20-21, 1995
CEC Summer Institute, Park Hyatt Hotel, Washington, DC. For information/ registration call CEC Headquarters, 800/224-6830.

July 21-22, 1995
CCBD Institute: School Prevention and Intervention Programs for Students with Aggressive and Violent Behaviors, San Diego, CA. Call Lyndal Bullock, 817/565-3583.

July 27-28, 1995
LCCE Regional Training: Life Centered Career Education, Hyatt Regency, Washington, DC. For information, call CEC, 800/224-6830.

July 28-29, 1995
CCBD Institute: School Prevention and Intervention Programs for Students with Aggressive and Violent Behaviors, Bethesda, MD. Call Lyndal Bullock, 817/565-3583.

october

October 5-7, 1995
CCBD Conference: "Positive Programming for Children and Youth with Behavioral Disorders," Harvey Hotel, Dallas (Irving), TX. Call Lyndal Bullock, 817/565-3583.

October 12-14, 1995
Saskatchewan CEC Conference, "Partnerships Under Construction," Delta Bessborough in Saskatoon, SK. Call Jean Lendzyk, 306/554-2262.

October 19-20, 1995
LCCE Regional Training: Life Centered Career Education, Hyatt Regency, Kansas City, MO. For registration information, call CEC, 800/244-6830.

October 19-21, 1995
DCDT Eighth International Conference, "Spectrum of Career Development: Focus on the Individual," Raleigh, NC. Call 904/392-0701.

november

November 1-5, 1995
1995 Annual International DEC Conference, "Broadening Realities: Valuing Diversity," Buena Vista Palace, Buena Vista, FL. Call DEC 1995 Conference, 410/269-6801.

November 3-4, 1995
New York Federation Convention, "Special Education and General Education: Working Together Toward the 21st Century," Raddisson Hotel, Niagara Falls, NY. Call Debbie Chicorelli, 716/688-9082.

November 8-11, 1995
CEDS Third International Conference: "Jazzin' Up Assessment III," Monteleone Hotel, New Orleans, LA. Call Gayle Szubinski, 404/438-0664.

November 8-11, 1995
TED Annual Conference, "Celebrating Diversity: Preparing Personnel for the 21st Century," Hyatt Regency, Waikiki, Honolulu HI. Call Mary Anne Prater, 808/956-7956.

November 9-10, 1995
West Virginia Federation Conference, Holiday Inn, Parkersburg, WV. Call Cynthia Alkire, 304/684-2421.

November 16-18, 1995
CASE International Conference on Public Policy in Special Education, Red Lion's La Posada Inn, Scottsdale, AR. Call 505/243-7622

THE COUNCIL FOR EXCEPTIONAL CHILDREN
1920 Association Drive
Reston, VA 22091-1589

NONPROFIT
ORGANIZATION
U.S. POSTAGE
PAID
RICHMOND, VA
PERMIT NO. 930

Get into the swing of summer at CEC's Summer Institute, July 20-21, 1995.

CEC today

EXCLUSIVELY FOR MEMBERS OF THE COUNCIL FOR EXCEPTIONAL CHILDREN

VOL. 2 NO. 1
JUNE/JULY 1995

CEC Leads IDEA Testimony at Congressional Hearings

CEC's 1994 Clarissa Hug Teacher of the Year, Matty Rodriquez-Walling (right) and her coteacher, Christina Hoyo,(left) testify for IDEA.

The kickoff for the reauthorization of the Individuals with Disabilities Education Act (IDEA) opened with three informational hearings before a House/ Senate committee headed by U.S. Sen. Bill Frist (R-Tenn) and co-chaired by Randy (Duke) Cunningham (R-Cal). In a standing-room-only crowd, CEC spokespersons, other advocates, and children with disabilities gave congressional members a crash course in the history of IDEA and its impact on children with special needs.

While no one challenged the need for IDEA, witnesses said the law needed fine-tuning. They recommended: increasing IDEA funding, including children with disabilities in school and state assessments, advancing inclusive practices, allowing for earlier intervention for students at risk of needing special education support, and involving parents more in educational decisions. Advocates further stated that IDEA should continue to provide for advances in research and improved staff development.

In general, congressional lawmakers gave IDEA their support. However, discipline, the high cost of litigation and the overly contentious nature of due process hearings, and a backlash against special education were areas of concern.

CEC representatives included Fred Weintraub, CEC's current Director of Publications and Professional Standards and a key CEC participant in the passage of P. L. 94-142; Sharon Gonder and Matty Rodriquez-Walling, CEC's 1992 and 1994, Clarissa Hug Teachers of the Year; and Jim Ysseldyke, CEC's 1995 winner of the CEC Research Award. These CEC spokespersons gave congressional members essential insights into IDEA. They provided the background that led to its passage, as well as educational innovations the law has promoted and refinements the reauthorization should address.

"The IDEA hearings are the best I have attended," said Joseph Ballard, CEC's Director of Public Policy. "They brought together all components of special education—educators, legislators, parents, and children—and should serve as the springboard for positive action on IDEA. CEC has played—and will continue to play—a vital role in this law's further development."

Continues on page 2

Changes in State Education Agencies Impact Special Education

While changes in the federal government are being carefully monitored, special educators should also take note of the changes occurring in their own backyard.

Many state education agencies are undergoing some type of restructuring. Departmental reorganization, staff reductions, abolished state boards of education, and decreases in board authority are just a few of the changes affecting most of the nation's state education boards, according to a survey by the National Association of State Boards of Education (NASBE) (see box on page 9).

Though these changes are meant to reduce cost and downsize government, some special education leaders are concerned that they may have a negative affect on special education. Areas that could suffer if special education does not receive widespread support include: state monitoring of local education agencies' compliance with the Individuals with Disabilities Education Act (IDEA), fund-

Continues on page 9

inside

Mentoring: A Challenge to CEC 6
Intervention Strategies for ADHD 12
Ritalin: It's Not the Teacher's Decision 14

Start-Up Kits Give Members a Jump on School Year

Chapters and federations can save big bucks by ordering start-up kits to get the new school year off to a exceptional start!

Start-up kits give you a variety of tools to bring excitement and professionalism to your CEC meetings and events. And, a new Start-Up Kit for Student Chapters—including the new CEC Student pins—is now available.

In response to member unit demands CEC has stocked the following items:
- CEC Banner—2'x 5' white vinyl banner with blue logo and association name, grommets and cord at the four corners. #B5083, $16.
- CEC Podium Banner—18"x 24" white nylon banner with blue logo and association name, cord across the top for hanging over podium. #B5084, $26.
- Start-Up Kit for Chapters—5 member tacs, 5 officer tacs, 1 past president tac, 8 CEC note pads, 250 sheets of CEC letterhead. #B5080, $84.
- Start-Up Kit for Student Chapters—5 student member pins, 5 officer tacs, 1 student association past officer tac, 8 CEC note pads, 250 sheets of Student CEC letterhead. #B5122, $84.
- Start-Up Kit for Federations - 5 member tacs, 5 officer tacs, 1 federation past president tac, 1 past governor tac, 8 CEC note pads, 250 sheets of CEC letterhead. #B5081, $89.

Other useful items for your unit activities include:
- CEC Table Tags (pkg of 25) #B837, $6.25
- CEC Pocket Folders (pkg of 5) #B849, $6
- CEC Note Paper (pkg of 25) #B811, $7.50
- CEC Thank You Notes (pkg of 25) #B810, $7.50

Tell us what else you need to keep your unit running smoothly.

Call 1-800-CEC-READ to place your order.

IDEA Hearings, *from page 1*

A History to Be Proud Of

Passage of P.L. 94-142, or IDEA, ensured that children with disabilities receive educational services.

But IDEA has done more than provide these children with access to education. It gives us the framework to make quality education possible for children receiving special education support. Procedural safeguards ensure that children with disabilities receive an appropriate education in the least restrictive environment, provides guidelines for appropriate disciplinary actions, and prescribes a process parents and educators can use to settle differences.

And, the Individualized Education Program (IEP) gives educators and parents a flexible tool to plan and implement appropriate educational services for each child based on his or her needs.

"The IEP was truly revolutionary," said Weintraub. "We don't know what placement is right for everyone, but we have a process to determine what is best for each individual child. That is the real strength of the IEP."

Meeting the Needs of the Future

Funding

Many who testified urged Congress to revise the funding formula to one that allows more flexibility, as well as to allocate additional funds for IDEA.

The current funding mechanism whereby states receive funds based on the number of students receiving special education services came under attack as one that may inhibit inclusive practices, restrict preventive services, and limit creative uses of staff and resources. More flexible funding formulas might permit schools to use special education funds in innovative ways that better meet the needs of their students.

Two proposed federal-to-state formulas are the census formula, in which states receive funds according to the number of students ages 3-21 in the state, and the set disability incidence rate, in which states receive funds based on a percentage of the state's student population.

Advocates further proposed allowing in-state funding to "follow the child instead of the institution." They want to assure that federal funds can be used to serve student needs regardless of the educational placement.

Also, special education funds must not restrict teacher roles, witnesses said. For example, special education teachers should be allowed to help general education, as well as special education students.

In addition, advocates supported funding for collaborative and inclusive practice, research, staff development, prevention, and parent training.

Appropriate approaches to funding will be a major issue facing IDEA's reauthorization, according to Frist. Some congressional members reported constituent frustration that the lack of adequate funding for special education mandates is depriving other students of needed resources. Frist plans to study funding approaches to determine what makes the best policy sense nationally.

Prevention

Panelists urged Congress to permit IDEA funds to be used for services for at risk students. By dispensing with IDEA's current alleged "wait to fail" model, children would receive services when they start having difficulty in school and have a better chance to catch up to grade level. As a result, some children with disabilities would require fewer services in the future, and others may not need them at all, according to witnesses.

Assessment

Ysseldyke and Hal Hayden, director of the Division of Exceptional Children in Kentucky, recommended that IDEA require states to include students with disabilities in state-wide assessments. The IEP would state how the student should participate in regular performance assessments, identify accommodations the student may require, or recommend alternative assessments.

Continues on page 3

Including special education students in state assessments is crucial to improving the education of students with disabilities and making educational systems accountable for their academic progress, said Ysseldyke and Hayden.

"Our job is to give all students with disabilities the opportunity to participate in our accountability systems," stated Ysseldyke. "It's critical that we develop guidelines for accommodations in assessment and use them so we enable students with disabilities to count in our accountability efforts. We need national leadership that will give us consistency throughout the states."

Hayden explained Kentucky's inclusive portfolio-based assessment system. Under this program, all students are tested at grades 4, 8, and 12 using portfolios, open-ended essay questions, and group performance tasks. Students with severe cognitive disabilities and adaptive behavior deficits participate in an Alternate Portfolio assessment.

While the Alternate Portfolio is structured to reflect the same learner outcomes the state has identified for all students, those with significant disabilities may demonstrate them in different ways. For example, to meet the standard, "using technology effectively," students could use computers or switch-operated communication devices.

Staff Development

Federal funding for staff development and professional preparation in general are essential to improving the education of students with disabilities, according to testimony. To successfully implement inclusive environments, as well as effective teaching practices discovered through research, schools must have the resources to conduct comprehensive personnel development, witnesses said.

Currently, general and special educators do not have adequate preparation for the new roles they are expected to perform, according to testimony.

"Regular education teachers are being asked to include in their classroom students with disabilities, even though most of them have no specialized

Continues on page 15

Especially for Special Educators...

Following are highlights of Mary Bacon's powerful keynote addres in Indy.

Them That Got's the Gold: Empowering the Challenged Student

Building on your students' strengths was a major theme of Bacon's moving address. To achieve this, teachers must learn how each student sees the world and his or her place in it, she explained.

The child's cultural background plays a powerful role, Bacon continued. Children of diverse cultures have different experiences and expectations than those of the majority culture. Those who come from oppression see life from a perspective of powerlessness. Teachers must help them see the positive aspects of themselves and their cultures, Bacon explained.

With this knowledge base, teachers can develop successful educational programs that build on the skills and abilities each child has already developed.

"The best of us aspire to be teachers," she said. "We come into this profession because of what is in our hearts."

Excerpts of Barrie Bennett's inspiring presentation on the art of teaching.

And That, Sir, Is Why I Am A Teacher

When asked,"Why should *you* be a teacher," teachers often can't answer the question. We sell ourselves short, and we fail to communicate the art and science of our profession.

But teaching is one of the most complex, demanding, and important professions in the world.

So, when someone asks you why *you* should be a teacher, tell them:

"Because I weave together a mixture of my content area with knowledge of how students learn. I understand learning styles and multiple intelligences. I know a variety of instructional skills that I integrate with many instructional strategies to make a positive difference in student learning. I know how to prevent and respond to student misbehavior. And I do all that with humor, enthusiasm, and caring.

And that, sir, is why I am a teacher."

inside

JUNE/JULY 1995 VOL. 2 NO. 1

CEC Today is published by
The Council for Exceptional Children, 1920
Association Drive, Reston, VA 22091-1589
Telephone 703/620-3660,
lyndav@cec.sped.org.

CEC Today is not copyrighted. Members are encouraged to copy and disseminate information in this publication

CEC President: Diane Johnson

Interim Executive Director: Nancy D. Safer

Editor: Lynda C. Voyles

Contributing Editors: Jacki Bootel, Department of Public Policy; Jean Boston, Publications and Professional Standards; Brian Carroll, Professional Development, Grace Zamorá Durán Membership, Karen Vermaire Fox, Student CEC, Jeanne Glover, Membership, Shelia Mingo, Ethnic and Multicultural Concerns

IDEA Testimony *1*
Changes in State Education Agencies *1*
Especially for Special Educators *3*
Advocacy in Action *1*
Student CEC Spotlight *6*
Canada CEC *7*
Canadian CEC Hosts Symposium
Prince Albert Chapter Initiates Movement
Division Focus *8*
Member to Member *10*
Sometimes Dreams Do Come True
Professional Advancement *12*
New Intervention Strategies for ADHD
CEC Seeks New Editor For TEC
Build a Teacher/Paraeducator Relationship
Speaking Out *11*
Ritalin. It's Not the Teacher's Decision
Classified Ads *15*
Calendar of Events *16*

Advocacy in Action

CEC's PAN Coordinators — Agents of Change

CEC Today *spoke with Laura McGraw, an Educational Supervisor in Dayton, OH, about her experiences as one of CEC's PAN Coordinators.*

CEC's Political Action Network (PAN) effects the necessary governmental changes at the local, state, provincial, and federal levels that are needed to implement CEC policies relating to the education of children with disabilities. PAN also vitalizes CEC units (federations, branches, divisions, and chapters) by providing meaningful vehicles to increase membership involvement, as well as the organization's public visibility.

McGraw gave us an in-depth view of the duties and responsibilities, as well as the benefits, of serving in this position.

"I became a Political Action Network (PAN) Coordinator because I'm interested in legislation, and I always thought politics was extremely interesting," Ohio's PAN Coordinator, Laura McGraw, explained.

When McGraw took over the position of Coordinator in July of 1989, she had already demonstrated her leadership abilities. McGraw served as the student CEC president in the early 80s, and she was a student liaison in 1986. McGraw also told *CEC Today* that she was "raised by politicians," so the need to effect change was in her blood.

Although she realized that as a PAN Coordinator she could have an important impact on federal policy concerning students with exceptionalities, at first McGraw felt nervous about fulfilling her PAN duties.

"It did intimidate me," McGraw explained. "It was something I'd never done before, and thinking about going to Washington and talking with my Congresspersons scared me. But there were many people who said they'd help."

One of those people was Donna Welsh, who served as Ohio's PAN Coordinator before McGraw. "I got her old reports and related information," McGraw noted, "so that I at least had a clue of what was before me. I looked at the *PAN Handbook* she gave me, and the fact sheet from CEC's Department of Public Policy (DPP) that lists PAN-related responsibilities. And before I went to Washington, DC, for the summer PAN meeting, I read every single piece of paper DPP sent, word-for-word, and highlighted everything!"

Following are excerpts from CEC Today's *interview with McGraw.*

What qualities should a good PAN Coordinator possess?

A willingness to learn and ask questions. People think PAN Coordinators know everything that's going on, and we don't all the time. Like everyone else, we have to continually relearn things—and realize that's okay. PAN Coordinators should also have access to a photocopier, or they'll have a hard time getting the word out. A print shop is usually close by, or sometimes you can use the printer in your office for CEC business.

The federation reimburses me for PAN expenses. You also need a way to obtain postage for bulk mailings.

How much time does the position of PAN Coordinator require?

About 5 hours per month, unless you have a very active period where DPP is sending you a lot of *PAN Alerts*. Once you establish the network of people you contact, it gets easier. I've made address labels for our entire executive committee, plus all the CEC members from Ohio who've said they're interested in political action.

Plus, I send out some informal mailings to other people who are interested. Also, if DPP sends out an *Alert* asking us to call our congresspersons, it doesn't take that long to do! If all you're trying to do is tell them how you'd like them to vote on a certain issue, you don't spend a lot of time on the phone!!

What are the major duties of a PAN Coordinator?

To get the legislative information out to our members. I take all the information DPP sends me, including any state-specific related information, and condense it.

Our federation meets regularly, and I update them on any pertinent issues. The PAN information is also sent to our executive committee. Twice a year our federation has a conference with the entire state membership, and I provide an update.

As a PAN Coordinator, it's also my responsibility to establish relationships and contacts with members of Congress and their staff. It's very important to send a follow-up thank-you note if you've met with your Congressperson. They really appreciate it. Usually, I simply send a computer-generated form, but last year, I wrote them out by hand. I think it makes a difference.

What are the benefits of being a PAN Coordinator?

I get the most up-to-date legislative information as soon as it breaks! That makes me more informed, and I can then inform our federation membership about important issues, as well as my school district and the staff I work with. For example, the people I work with are very interested in anything concerning students with severe emotional disorders. If there's anything coming down the pike about this, I can let my colleagues know immediately.

Another benefit is the excitement of going to Washington to visit my congresspersons. Even though it can sometimes be a bit intimidating and scary, I still think it's wonderful to be so involved. You get to meet some great people, both on the Hill and within CEC.

What are some of the frustrations you face as a PAN Coordinator?

I think it's most frustrating when I send an *Alert* to my PAN network and people don't follow up. Also, as I mentioned before, it's frustrating when people ask you questions and you don't know the answers. They think that because I know about federal issues, I'm up-to-date on all the state issues as well. In Ohio, I handle the federal aspect of special education and related issues. We have an Ohio Coalition that handles state issues.

It's important to remember that it's okay to say, "I don't know, but I'll find out for you!"

Is dealing directly with your congressperson scary?

I learned that you need to spend time with the legislative assistants (LAs) and get your points across to them. They will in turn inform your congressperson. The education LAs really seem to care about special education issues. They love it when you send them information that will be helpful to them!

How does DPP help you fulfill your PAN duties?

When I attend a meeting and people ask me questions I don't know the answers to, I immediately call DPP. Or, when I need the most up-to-date information about a certain issue, I call Headquarters then as well.

Usually, DPP has already sent out the information I need. But if not, staff is more than willing to give it to me either by FAX or over the phone.

How did your perceptions about the PAN position change from before to after you took on the position?

It was much as I thought it would be. With the position, you can do with it whatever you're willing to do. PAN Coordinators need to be at least committed to getting out *Alerts* and contacting their congresspersons when necessary.

This is not the time for people to sit back. You got into special education to work with and help kids. This (being a PAN Coordinator) is just another way to do that. We can be definite change-agents if we choose to be.

If you'd like to become an agent of change or a part of your federation or division political action network, simply contact your PAN Coordinator. All of the federation/division PAN Coordinators are in the box on this page. ■

CEC POLITICAL ACTION NETWORK (PAN) FEDERATION COORDINATORS

ALABAMA
Mabrey Whetstone
334/242-8114

ALASKA
Josephine Barresi
907/543-4440

ARIZONA
Dave Roels
602/435-6008

ARKANSAS
Kathy Balkman*
3404 Ridge Pass Court
Little Rock, AR 72207

CALIFORNIA
Marcia D. Beaty
619/668-5700 x202

COLORADO
Co-Coordinators
Sy Wallach
303/ 333-6161

Nancy Sager*
13647 C E Yale Ave
Aurora, CO 80014

CONNECTICUT
Patricia Giannini
203/854-4133

DELAWARE
Karen Jefferies
302-739-4553

DISTRICT OF COLUMBIA
Ann S. Cleckley
202/727-3984 or 85

FLORIDA
Co-Coordinators
Jack Lamb
813/588-6042

Roxanne Barr
305/836-9276

GEORGIA
Don Enis
706/276-1111

HAWAII
Jim Patton*
University of Hawaii
1776 University Ave
Honolulu, Hawaii 96822

IDAHO
Lynn M. Scott
208/322-3875

ILLINOIS
Beverley H. Johns
217/245-7174

INDIANA
Beverly McCoun
317/838-3644

IOWA
Suana Wessendorf
515/232-1160

KANSAS
Bob Riedel*
410 NW 5th Street
Abilene, KS 67410

KENTUCKY
Charlie Muntz
502/695-6700

LOUISIANA
Liz Leger
318/473-6489

MAINE
Richard Abramson
207/626-3380

MARYLAND
Mary Jane Jackson
301/929-2151

MASSACHUSETTS
Mary-Ellen Efferen
617/642-0257

MICHIGAN
Todd Bingaman
616/965-9772

MINNESOTA
Stanley Nerhaugen
612/388-7181

MISSISSIPPI
Alice Hobson
601/924-7541

MISSOURI
Marc Montgomery
314/569-8249

MONTANA
Elizabeth Emilsson
406/232-1957

NEBRASKA
Donna Moss
402/895-8302

NEVADA
Marilyn K. Walter
702/688-2284

NEW HAMPSHIRE
Beverly Boggess
603/535-2484

NEW JERSEY
Co-Coordinators:
Scott Rossig
201/692-0550

Ginger Wescott
609/235-2039

NEW MEXICO
Virginia Cavalluzzo*
P.O. Box 14614
Albuquerque, NM
87191-4614

Alternate Contact:
Brenda Heiman
505/848-9404

NEW YORK
Sharon Raimondi
716/878-5311

NORTH CAROLINA
Judy Thorne
919/335-2981

NORTH DAKOTA
Paige M. Pederson
701/221-3490

OHIO
Laura K. McGraw
513/254-3562 x255

OKLAHOMA
Lisa Lawter
405/364-8503

OREGON
Glen Larson
503/399-3101

PENNSYLVANIA
Tom Stich
717/662-4792

RHODE ISLAND
Ellen Fingeret
401/568-1340

SOUTH CAROLINA
Co-Coordinators
Rosemary Miller
803/689-7457

Emmala Barnett
803/787-1910

SOUTH DAKOTA
Mona Terwilliger
605/773-6534

TENNESSEE
Kathleen (Kathy) Pucket
615/755-4218

TEXAS
Jamie R. Morris
713/744-6392

UTAH
Steve Hirase
801/264-7400 x315

VERMONT
Mary Barton
802/875-4159

VIRGINIA
Martha C. Mertz
804/756-3040

WASHINGTON
Dave Paul
206/281-6970

WEST VIRGINIA
Carmelita Peters
304/325-9116

WISCONSIN
Charles Hastert
414/492-5960

WYOMING
Kip Hanich
307/886-3854

STUDENT COUNCIL FOR EXCEPTIONAL CHILDREN
Kristi Perez
409/823-2505

CANADA
John H. Van Walleghem*
46 Ashlane Avenue
Winnepeg, MB R3L 1K4

Robert G. St-Onge*
Sherwood Park R.C.
Separate SD
105-2017 Brentwood
Boulevard
Sherwood Park, AB
T8A 0X2

Linda A. Lewis*
2030 Orland Drive
Coquitlam, BC V3J 3J4

Kim Kinnear
306/731-2262 (O)

*No phone number known

CEC DIVISION POLITICAL ACTION NETWORK (PAN) COORDINATORS

CASE
Jo Thomason
505/243-7622

CCBD
Eleanor Guetzloe
813/893-9155/9576

CEC-DR
Robert Rutherford, Jr
602/965-1450

CEC-PD
Robert A. Henderson
217/333-0260

CEDS
Michele M. Elek
201/733-6718

DCCD
Mary Ann Melizzi-Golja
410/396-7414

DCDT
Carol A. Kochhar
202/994-1536

DEC
Barbara J. Smith
412/937-5430

DDEL
Myrna Elliott-Lewis
516/292-7001/7002

DISES
Tanne Triverdy
202/965-6600

DLD
Robert E. Abbott*
P.O. Box 595
Waukegan, IL 60079

DPHD
Mary Polancih
608/223-8975

DVH
Herb Miller
201/653-0578

MRDD
Linda Easton
313/746-8590

TAG
Diane M. Montgomery
405/744-6036

TAM
Joel Mittler
516/299-2158

TED
Elizabeth Kozleski
303/556-8449

Kudos to CEC

In Appreciation...

On May 25, 1995, CEC President Pam Gillet convened the CEC staff to acknowledge their hard work and dedication. Speaking on behalf of the Delegate Assembly, Gillet thanked staff members for implementing the goals and vision of the organization's governing bodies and their willingness to give CEC their talent, loyalty, and commitment.

"You are a dynamic group of people," Gillet said. "The Delegate Assembly and I deeply appreciate the spirit with which you have worked....We appreciate your support and the hard work being done under less than ideal circumstances."

Read about CEC in *Better Homes and Gardens!*

When *Better Homes & Gardens* wanted to publish an article on gifted education, they turned to CEC's Information Specialist, Gifted Education, Sandra Berger. Her tips for helping gifted students prepare for college are featured in the May 1995 issue of the magazine. Good work, Sandra!

Each One Reach One Off to a Running Start

CEC's Each One Reach One campaign has already exceeded expectations. Units report record success in recruiting new members and increasing public awareness of the positive results of special education programs and services.

Each One Reach One's Leaders :

Dogwood Chapter #685 in GA
Screven County Chapter #1165 in GA
Puerto Rico Chapter #952
Augustana College Chapter #633 in SD
Bay County Chapter 243 in FL
Tampa Bay Chapter #194 in FL
Kamloops Chapter #447 in BC
Shasta Chapter #344, in CA

Take advantage of CEC's Each One Reach One campaign to win free CEC publications, convention tuition, and more. For information, call 800/845-6232 or e-mail graced@cec.sped.org

Mentoring: A Challenge to CEC

Student CEC challenges CEC members to get involved with us! As members of Student CEC, our primary goals are to develop our leadership skills, become productive members within CEC, and grow into proactive, progressive professionals who educate and advocate for individuals with exceptionalities.

We are excited about the future, eager to impact the field of special education, and nervous about just where to begin. We want and need you to:

Model	involvement in CEC. Share your leadership skills with us and train us to be future CEC leaders. Pair up with and mentor a student officer as he or she leads a Student CEC chapter.
Educate	us about the benefits of being professional members of CEC. Show us the benefits of presenting at conventions, working in divisions, and serving on committees.
Nowledge	Just as knowledge needs a k, so do we need your knowledge about CEC. You know how things work. You've had experiences we need to learn about to become better leaders and educators. Please share with us.
Transition	us into your chapters and federations. Once we graduate, ask us to join your chapter. We need to know you want us involved. Help us create a transition plan that will further strengthen this process.
Organize	opportunities for us to work with you and for you. Invite us to your meetings and create student representative positions on your boards. Let us help with state conferences, and hold us accountable for our activities.
Recognize	us when we graduate. We want you to be proud of us and welcome us into the profession. We are worried about getting jobs and making good impressions. Let us know you are there and demand further involvement from us.

Just as you model for the students in your classroom, we need you to show us the way to become professional and contributing members to our profession and CEC. As we prepare to enter a new year, take the opportunity to contact a student member and offer your services.

Student CEC is the future. WE are the leaders of tomorrow. WE are the advocates of the future. WE are the teachers of tomorrow. WE are your future members. Train us well. Use us today. United, let us work for a bright future for individuals with exceptionalities and CEC. ■

Student CEC Award Winners for 1994-1995

The following were recognized at the annual CEC convention for their outstanding contributions to Student CEC. Each of these deserving educators was honored for their contributions to CEC and the profession.

Susan Phillips Gorin Award
Phyllis Froese (MB)

Shana Breen Memorial Award
Karen Incitti (NJ)

Outstanding Student CEC Member of the Year
Bill Turner (MS), undergraduate
Maureen Finnegan (IL), graduate

Graduation Award
Ken Jones (AL), undergraduate
Sarah Gronah (HI), graduate

Student CEC/FEC Ethnic Diversity Scholarship
Liza Ing (CO)

Canadian CEC Hosts Symposium to Determine Educational Policy

The Canadian Council for Exceptional Children recently won federal funding to host an invitational symposium as a follow-up to its role in the study, *Equal Educational Opportunity for Students with Disabilities*. The study, which CCEC helped publish and distribute, examined the legislative action of each province and territory in Canada regarding the provision of equal educational opportunity for students in special education.

At CCEC's symposium, held in June 1995, key educational leaders from provincial governments, national advocacy groups, universities, and national educational organizations reviewed this important research and analyzed its implications for policy development in Canada at both the national and provincial levels. The forum also served as a starting point to establish a national coalition to work toward equal educational opportunity for students with disabilities.

In addition, CCEC will print and distribute a summary of *Equal Educational Opportunity for Students with Disabilities in Canada: A Source Book for Parents and Advocates*. The book, which is designed specifically for parents, advocates, regular and special education teachers, and school board officials, provides an overview of issues the study addressed and a summary of its findings, jurisdiction by jurisdiction.

For more information, call Doug Squires, 902/464-2799. ■

Questions About Diversity in Education?

Ask *CEC Today!*

Maintaining the right balance for effective multicultural education or meeting the needs of your students from diverse cultures can be challenging and confusing.

To help CEC members provide the best educational environment and programs possible for their students of diverse multicultural and ethnic backgrounds, Shelia Mingo, CEC's new Special Assistant for Ethnic and Multicultural Concerns, will answer your questions in *CEC Today*.

You can contact Mingo at 703/264-9431, e-mail: sheliam@cec.sped.org, or write her at CEC, 1920 Association Drive, Reston, VA 22091-1589.

CEC's Prince Albert Chapter Initiates Movement to Identify Students with ADD

BY LINDA KASKO

CEC's Prince Albert Chapter in Saskatchewan recently brought together the medical and educational communities to develop a protocol for referring students with attention deficit disorder (ADD). CEC, with a representative from the Prince Albert medical community, educational psychologists, and special education consultants from Prince Albert's school districts, developed a comprehensive system to identify students with ADD and help them obtain appropriate medical care.

The project includes a referral system, information summary and drug monitoring sheets, and inservice training for all resource teachers and physicians in the area. Following is a summary of this unique program:

Phase 1: Classroom and Resource Teachers

- Classroom and resource teachers discuss concerns about a student's attention problems.
- The classroom teacher completes a rating scale.
- The teachers research the student's cumulative record to determine pervasiveness of the problem.
- The resource teacher completes observation checklists.
- Both teachers determine if more assessment is needed. If yes, continue with Phase 2.

Phase 2: Parent, Classroom Teacher, Resource Teacher, and Educational Psychologist

- The teachers meet with the child's parents to discuss the information gathered and, if necessary, obtain permission for the educational psychologist to become involved.
- The parents complete the rating scales.
- The classroom teacher completes additional rating scales.
- Both teachers conduct additional observations at various times in the student's schedule.
- The educational psychologist studies all the information and completes any further testing.

Phase 3: Physician, Parents, Educational Psychologist, and Teacher

- The educational psychologist completes a summary data sheet.
- The educational psychologist and parents meet to review the information and discuss medical interventions and strategies the parents can use in the home.
- The parents meet with a physician and share the information on the summary sheet.
- If medical interventions are described, the classroom teacher assists the physician by completing drug monitoring sheets.

This collaborative effort has benefited all concerned, particularly the students. CEC's Prince Albert Chapter was proud to facilitate this much needed project. ■

Division Focus

CASE

The Council of Administrators of Special Education

CASE's 1995 International Conference on Public Policy, November 16-18, at the Red Lion's La Posada Inn in Scottsdale, AZ, promises to be our best ever. Keynote speakers are: Art Cernosia, Esq; Tom Hehir, Director of OSEP; Edward Lee Vargas, Assistant Superintendent, Santa Rosa Public Schools; and Hattie Washington, former Special Assistant to the Baltimore City Schools Superintendent. And, Mike Livovich will present a preconference workshop on Section 504.

Participants can also attend strands on urban education, legal concerns, school reform, aggressive behavior in schools, and public policy.

Registration forms are in the CASE May/June 1995 newsletter, or contact CASE, 615 16th St., NW, Albuquerque, NM 87104.

In early summer, CASE produced booklets on IDEA's impact at the local level for members of the U.S. House and Senate Appropriations Subcommittees. Each provides information about special education, as well as a profile of a school district within the congressional district of each member and IDEA's Part B and Early Childhood budgets for the same district.

New members of the CASE Executive Committee take office on July 1. CASE welcomes Mike Livovich, Secretary, and Stanley Draffin, Canadian Representative. We also extend a very special thank you to Linda Williams and Al Bilney for their service to the Executive Committee.

CCBD

The Council for Children with Behavioral Disorders

CCBD congratulates Steve Forness, winner of CCBD's Leadership award and it's new officers: Beverley H. Johns, Vice President; Brenda Scheuermann, Secretary; Mitchel Yell, General Member-at-Large; Sylvia H. Rockwell, Student Member-at-Large; and Sheldon Braaten, Member, Nominations and Elections. Robert Gable was reappointed to a second term as Publications Chair.

Plan to attend CCBD's two professional development workshops on school prevention of and intervention programs for elementary-school-aged students and adolescents with aggressive/violent behaviors. The institutes will be held on July 21-22 in San Diego, CA, and July 28-29 in Bethesda, MD. For information, Call Lyndal Bullock, 817/565-3583.

CCBD's International Conference on Behavior Disorders, "Positive Programming for Children and Youth with BD" will be held October 5-7, 1995, in Dallas, TX. Stu Robertshaw, former teacher of students with emotional/behavioral disorders and founder of the National Association for the Humor Impaired will open the conference. Conference sessions will focus on: inclusion, developing social skills, violence prevention, and school-wide behavioral support for students.

CEC-DR

The Division for Research

CEC-DR had a terrific showing at CEC's convention in Indianapolis. CEC-DR's showcase session, "Special Education Misinterpretations and Misconceptions: Research for Reshaping Our Understanding," drew rave reviews.

CEC-DR members have also participated in other vital conferences. Many CEC-DR associates cosponsored and attended conferences on inclusion by the Young Adult Insti- tute in late April. CEC-DR is also working with the American Education Research Association: Special Interest Group in Special Education to develop a plan for knowledge utilization.

In addition, CEC-DR members will travel to Washington, DC, this spring and summer to educate congressional members on the division's mission. Please contact Tim Landrum, 504/388-4690, to join our mission.

CEDS

The Council for Educational Diagnostic Services

CEDS' third international topical conference, "Jazzin' Up Assessment III," November 9-11, 1995, in New Orleans, LA, will feature James E. Gilliam, author of two diagnostic tests on autism and ADHD. Gilliam will present "The Analysis of Defensible and Workable Behavior Management Plans." Plus, a wide array of sessions give attendees the latest information on assessment for every age-group. Topics include:

- Language assessment.
- Family involvement in assessment.
- ADHD.
- Assessment of autism.
- Assessment and the use of precision teaching.

Diagnosticians, psychologists, evaluators and teachers, and learning consultants won't want to miss this dynamic conference. For information, call 404/438-0664.

DCCD

The Division for Children's Communication Development

DCCD has a new name and a new role in shaping the field! DCCD's new name, the Division for Children's Communication Development, became official at CEC's International Convention in Indianapolis. The new name more aptly describes Division members' responsibilities, and it provides a broader appeal to related professional personnel who are communication specialists but deal with communication needs that may not be appropriately classified as disorders.

This spring and summer DCCD will continue to increase its interagency collaboration by updating its application to the Council on Education of the Deaf and by cosponsoring a consortium with the American Speech-Language-Hearing Association to develop career ladder guidelines for speech-language therapists working in educational settings.

DEC

The Division for Early Childhood

DEC launched a campaign to urge President Clinton to support young children with special needs. When President Clinton sent his budget proposal to Congress in February—which included several surprising and disappointing features related to early childhood programs under IDEA—DEC's president, Deborah A. Ziegler, and Executive Director, Babara J. Smith, immediately wrote the President and Secretary Riley urging them to revise these proposals. They also "alerted" DEC and CEC Political Action Networks (PAN) to begin a phone and letter campaign to the President and Secretary.

So far, the White House and U.S. Department of Education have received more than 300 letters and an estimated 1,000 calls supporting DEC's and CEC's *PAN Alerts*

Tom Hehir, Director of the U.S. Office of Special Education Programs, visited the DEC Executive Board at Indianapolis and announced the administration's intent to safeguard the Preschool and Infant/ Toddler Programs.

Also, bring the family and join DEC in Orlando and Disney World! DEC is holding our annual conference in Orlando, FL, November 1-5, 1995. Attend sessions of your choice and spend quality time with your family as you explore Disney World, Epcot Center, Sea World, Universal Studios-Florida, and the Disney/ MGM Studio. For more information, call 410/269-6801.

DLD

The Division for Learning Disabilities

Join us for "Responsible Inclusion: A DLD Teacher Institute," to be held on July 9-11, 1995, in Asheville, NC. In this interactive institute, special and general education partners work together to find solutions for collaboration and inclusion at the secondary and elementary levels. Participants are asked to register in general and special education pairs. Registration is limited. For information, call 800/224-6830.

Also, DLD urges its members to visit their congressional representatives and advocate for the reauthorization of the Individuals with Disabilities Education Act.

MRDD

The Division on Mental Retardation and Developmental Disabilities

Welcome to MRDD's new additions, the Texas and New York subdivisions! We look forward to working with you.

MRDD encourages you to submit a paper for presentation at its 1996 topical conference, to be held October 11-13, 1995, in Austin TX. For more information, contact Linda Easton at 1431 Hidden Creek Dr., So., Saline, MI 48176, 313/746-8730 or 313/944-9500.

TED

The Teacher Education Division

Submit your nomination for the TED/Merill Excellence in Teacher Education Award. Deadline for nominations is October 20, 1995. For information, contact James McLeskey, 812/336-8606.

Changes in State Board Structure or Authority

Legislation that would reduce board authority has been filed in the following states.

States in which legislation has been filed that would reduce board authority:
AK, DC, GA, MD, MN, MT

States in which legislation has been filed that changes the structure of the board:
AR, MT, NV, VT

States that have reported reductions in authority or staff in the past few years:
HI, IN, LA, MI, OH, TX, WV

States that report gains in their board authority over specific areas: CA, CO, IA, KY, SC

States that have created commissions to examine state boards and departments of education:
DE, FL, LA, ME

States in which there is current legislation that would eliminate the state board of education:
DC, ID, IL, LA, MN, NM, PA, SC, WV

States that have legislation pertaining to the board selection process:
GA, MO, NH, HI, NE, OH, UT, AK

Source: National Association of State Boards of Education

State Agencies, *from page 1*

ing for special education, and services for teachers and parents.

"At this time of change, we must ensure special education remains intact," said Jo Thomason, Executive Director of CEC's Division of Special Education Administrators. "We need to form coalitions among persons concerned about students with special needs to determine what is being proposed within their state or province and what actions they may need to take to protect special education."

Tightening the Purse Strings

Though the ultimate impact of these changes is unknown, early reports indicate that special education is being asked to "do more with less." Amid staff cuts and budget restrictions, state special education departments are redesigning or redistributing programs to continue to provide services and maintain accountability. As a result, state boards are giving local school districts more responsibility and allowing them to determine special education programs, funding expenditures, curriculum and development, and technical assistance.

Finding new ways to provide services is an outgrowth of restructuring. For example, North Carolina has ceded six regional centers to the school systems, and is contracting with local districts to provide their own inservices, according to Lowell Harris, North Carolina's Director for the Exceptional Children Support Team.

Virginia is also transitioning some special education responsibilities to other organizations or departments that serve individuals with disabilities. And, Virginia's former state-wide conferences will be contracted out in the future, said Jo Lynne DeMary, Virginia's Division Chief for Instruction.

Fiscal restraints have also strained accountability procedures. However, state special education directors are committed to ensuring compliance of local school districts, as well as positive performance outcomes for students with disabilities.

Consequently, states are developing innovative accountability measures: North Carolina set up a peer monitoring system in which state monitors lead teams that include local staff members. California is developing school-based programs that meet the needs of the community and compliance measures, and some states have added performance outcomes to their monitoring responsibilities.

"When dealing with policy and people who oversee budgets, we must demonstrate that what they are spending money for and doing does make a difference" said Richard Baldwin, Director, Michigan's Office of Special Education, and member of CEC Chapter #937.

Working with Change

To safeguard the states' special education programs and services, special educators must keep state departments of education apprised of the positive value of special education. Learning about your state's changes and joining with other advocates is crucial in this time of change. ■

Sometimes Dreams Do Come True...

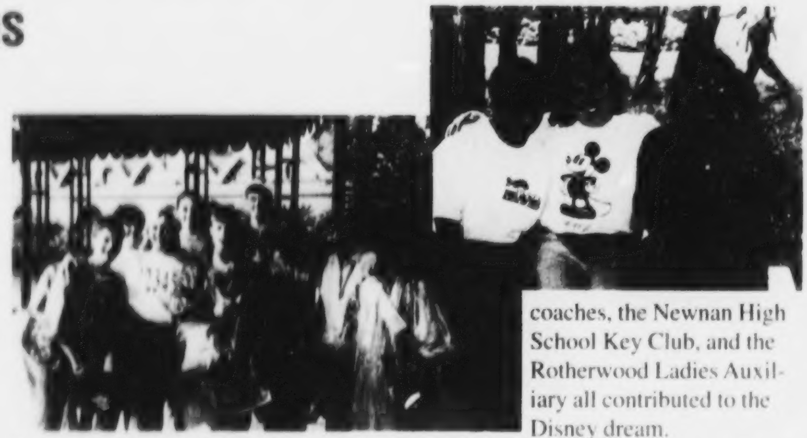
BY PAM BELL

Sometimes dreams really do come true—and the Evans Middle School Partners Club in Georgia proved it. Through the work and drive of a dedicated group of 12-15-year-olds, the Evans Middle School special education class got to go to Disney World. None of these students, who are physically and mentally disabled, had ever flown or seen the Magic Kingdom.

The Evans Middle School Partners Club was established to help general education students bond with those who are disabled. The Partners provide special activities for the special education students and join them for social, academic, and recreational events in the school and community.

This year the club decided to do a very special project for the 28 self-contained students at Evans. They voted to raise money to allow the students to go to Disney World for one day. The club members planned to provide air fare, bus fare, and admission costs.

Even though none of the Partners would be making the trip, they gave tirelessly of their love, time, and devotion. They manned bake sales, candy sales, and Christmas ornament sales, raising more than $2,000 in four weeks. They dressed in Mickey Mouse clothes to show their partners how excited they were for them. And they collected information about Disney World to share with their partner at lunch and on breaks. Some of the Partners bought their special friends new clothes for the trip so they could be proud of how they looked.



Threat of rain couldn't dampen the spirits of Pam Bell and her students as they made the rounds at Disney World.

The Disney magic was contagious. A Newnan, GA, citizen, Blinka Bone, pilot for KIWI AIRLINES, offered to fly all the students and chaperones to West Palm Beach, FL, for KIWI's inaugural flight—and to pay for everyone to stay overnight in Disney's Swan Hotel.

The magic continued. Support from the community flowed in. The Bank of Coweta, Atlanta Falcons Youth Foundation, Atlanta Falcon players and coaches, the Newnan High School Key Club, and the Rotherwood Ladies Auxiliary all contributed to the Disney dream.

Fourteen days later, Evans' special students were at the airport waiting for takeoff—along with Evans' band and chorus dressed in Mickey Mouse ears and performing the "Mickey Mouse Song," various Evans School classes, and the Channel 11 Alive news team.

Florida and Disney World met the students' every dream. Their bus sported a VCR, and the bus driver brought *Snow White* and *Jurassic Park* for the children to watch en route from Palm Beach to Orlando. The hotel rated "4 stars" from students and adults. And the students rode every Disney ride at least once, and sometimes more.

Though the Disney trip is over, the magic continues at Evans. The Partners have hosted a Christmas party for the students, taken them bowling, acted as coaches for Special Olympics, and planned numerous activities for Exceptional Children's Week to make being exceptional accepted and recognized by the public and student body. And, they continue to share lunches, conversation, paper, and pencils.

The members of the Evans Middle School Partners Club are indeed something special. They have more than accomplished their goal of making our special students feel accepted and wanted in a public school. ■

Pam Bell, special education teacher and member of CEC's Georgia Federation, started the Partners Club at Evans Middle School in September 1993. She says the club consists of many angels who make miracles happen again and again.

Set Up a CEC Club in Your School

Partners Clubs give general education students an understanding of people with disabilities and provide new friendships for special needs students and their families.

Structure

All students are eligible for membership.

Members attend at least 60% of the club's meetings and activities.

Members serve on at least one Partners Club committee: fundraising, parties, Exceptional Children's Week, Special Olympics, Very Special Arts club.

Partners earn points for activities they participate in.

Goals and Objectives

Improve the image of special needs students.

Make the school's Special Olympics banner.

Help special needs students at sporting events, P.E., music activities, dances, and with academics.

Participate in Very Special Arts, Exceptional Children's Week, and holiday parties.

Hold monthly social activities with special needs students.

For more information about forming a Partners or CEC Club, call Karen Vermaire Fox, 703-264-9483.

CEC's Chapter #246 and the Maryland Federation Team Up for Spring Showcase

BY MARGARET E. GRAY

By all accounts, Chapter 246's and the Maryland Federation's Spring Showcase: *Exceptional Teaching Strategies by Exceptional Educators*, held March 1, 1995, was a success.

Feature speaker Judith Heumann, Assistant Secretary of the Office of Special Education and Rehabilitative Services (OSERS), inspired the audience with examples of her personal experiences in the education system as a student with disabilities and as a teacher with disabilities. Her unique perspectives gave attendees an inside look at the attitudes and challenges students and teachers faced before regulations and policies enforced appropriate access to all.

Although standards and practices have changed to allow more opportunities for individuals with disabilities, Heumann strongly supported the continued movement toward making general education the appropriate educational setting for students with special needs—for all but the very few.

During the question and answer period, Heumann responded to specific, as well as general inquiries concerning teaching practices, policy issues, and developing positive relationships with parents of children with disabilities.

Following Heumann's presentation, local educators held poster sessions on timely and important issues. Teachers also shared ideas and practical, hands-on methods and teaching strategies for meeting the needs of students with disabilities in the classroom.

CEC commends the Montgomery County Chapter #246 and the Maryland Federation for their fine work on this showcase. Such collaborative efforts add to the knowledge of all interested in special education and support our mission throughout the education community as well as the general public. ■

CEC *honor roll*

Natalie Barraga, member of CEC's Pioneer Division and CEC Chapter #101, was awarded the Migel Medal by the American Foundation for the Blind for her service in the field of visual impairment.

G. Reid Lyon, Director of Extramural Research Programs in Learning Disabilities and Language Disorders at the National Institute of Health and Human Development and member of CEC's Maryland Federation, oversaw the study showing that men and women use different regions of the brain for language.

Alba Ortiz, associate dean for academic affairs and research, University of Texas, Austin, and member of CEC's Texas Federation, was named by Education Secretary Richard Riley to a 15-member panel to help shape the Education Department's Research Activities.

Karen Verbek, member of CEC Chapter #1182 and associate professor at the University of Maryland, Eastern Shore, has been appointed to the Advisory Council for Special Education for the Maryland State Special Education Advisory Committee.

James V. Wright, associate professor at Auburn University and member of CEC Chapter #655, has been appointed to chair a panel on Multicultural Issues and Attention Deficit Disorder by the Board of Directors of Children and Adults with Attention Deficit Disorder (CH.A.D.D.).

CLIP AND SAVE

EXTRA *credit*

Fragile X Advocate—New newsletter promotes awareness of and advocates for improved services for individuals with Fragile X syndrome and their families. Call 800/434-0322

ADA Bulletin Board—ADA INDEPENDENT bulletin board features articles on ADA trends, practices, and issues and covers special services and products that enhance independent living by individuals with disabilities. Call 800/927-3000

Exchange Opportunities for Canadians—A bilingual reference listing exchange programs within and outside Canada for students, teachers, and administrators. Contact: Special Projects Directorate, Canadian Heritage, Ottawa ON K1A 0M5, 819/994-1544

Advanced Funding Techniques—ARCH National Resource Center is producing a teleconference on grant-writing and major gift acquisition, including a question and answer period on August 16, 1995, 2:00 p.m. EST - 3:30 p.m. EST. Cost is $30 per site plus long distance charges. Call The Chapel Hill Training-Outreach Project 800/473-1727

National Asthma Resource Guide—The Asthma Zero Mortality Coalition has developed a guide to educate patients and physicians about the available asthma information materials, programs, and resources. Call 800/777-4350

Communications Technology for Everyone: Implications for the Classroom and Beyond—New CD-ROM allows users to customize various settings based on individual needs. For free CD-ROM and copies of the printed report, call 202/638-2745

Technology Newsletter for Parents—*Directions: Technology in Special Education* features information for parents who use computers and assistive technology in their homes. Subscription, $9.95. Call 800/333-6867

Convention Attendees Learn New Intervention Strategies for ADHD

In several well-attended sessions at CEC's convention, experts in the field of Attention Deficit/Hyperactivity Disorder (ADHD) presented the most current knowledge on assessment and intervention strategies, collaboration, policy and administrative issues, effective school programs, and other topics related to ADHD.

New Classroom Strategies for Students with ADHD

Presenters offered teachers suggestions for effective educational strategies that can be implemented in the classroom. Ron Walker, of Walker Educational Consulting, Inc. and a presenter at the preconvention workshop on ADHD offers the following suggestions:

- Develop an educational environment with moderate to high stimulation.
- Play background music (without lyrics) to help students focus.
- De-emphasize isolating students with ADHD. Isolation stigmatizes students, and if they need to talk or move around, they will do it anyway. Structure lessons that allow students to talk and work with others.
- Incorporate physical activity in academic exercises.
- Have students decorate the classroom. Posting student work increases student self-esteem and allows the room to serve as a resource or reference manual.
- Modify tests, give extra time, or allow students to take tests orally.
- Build a good rapport with students with ADHD to encourage positive behavior rather than relying on behavior modification. Students with ADHD are more likely to respond to emotional factors than to consider the consequences of their actions.

Children with ADHD can succeed in the classroom with appropriate interventions and classroom management strategies. However, collaborative relationships between educators, related service providers, parents, and children are critical to success.

Federally-Funded Projects on ADD

The thirteen ADHD projects listed below have developed programs and curricula that enhance the knowledge and skills of educators, related service providers, and parents to better serve students with ADHD. They were funded in 1992 by the U.S. Department of Education, Office of Special Education Programs, Division of Personnel Preparation.

The projects vary in focus and include preservice and inservice professional development programs that stress:

- A collaborative approach for state departments of education, institutions of higher education, and families.
- A telecourse network with telecasts featuring leading experts in the field.
- A graduate training program to prepare school psychologists to serve children and youth with ADD.

A listing of the projects, their focus, and contact information is available from CEC's Grants and Contracts Department, 703/264-9473. The projects are:

- Project Adept: Attention Deficit Education for Professionals and Teachers, Tucson, AZ.
- Project Facilitate: An Inservice Education Program for Educators and Parents, Tuscaloosa, AL.
- Preparing School Psychologists to Serve Children and Youth with ADHD, Lexington, KY.
- Activity- and Novelty-Based Curriculum for Teachers of Students with ADHD, West Lafayette, IN.
- A School-Based Consultation Model for Service Delivery to Adolescents with ADD, Bethlehem, PA.
- Kansas ADD Personnel Preparation Grant,Topeka, KS.
- Jewish Association for Attention Disorder (JAADD) ADD Project for Inservice Educator Training and Parent/Child Training, Brooklyn, NY.
- Striving for Compatibility: Responding to the Social Needs of Students with ADHD, Boston, MA.
- Arkansas Children's Hospital's Attention Deficit Disorder Teacher Inservice Project, Little Rock, AR.
- Interactive Teaching Network (ITN), Athens, GA.
- Enhancing the Knowledge and Skills of Personnel to Meet the Needs of Students with ADD, Coral Gables, FL.
- A Continuing Education Program on Attention Deficit Disorder,The Council for Exceptional Children, Reston, VA.
- The Management of Attention Deficits: Educational Programs for Teachers, Parents, and Students, Chapel Hill, NC. ■

School-to-Work Transition
Life Centered Career Education
Regional Training

A complete program to help you give your students the skills they need to make the transition from student to adult, from school to work and postsecondary education

Where:

Washington, DC
July 27-28, 1995

Kansas City, MO
October 19-20, 1995

Tuition:
Members.........$199
Nonmembers...$249

Call now! 800/224-6830

CEC Seeks New Editor for *TEACHING Exceptional Children*

CEC is seeking a field-based editor for its highly respected journal, *TEACHING Exceptional Children* (*TEC*). *TEC*, which is known throughout the special education community for its valuable articles on the latest teaching methods, materials, and programs, has a circulation of approximately 60,000 and reaches an estimated audience of 240,000. Beginning in the fall of 1996, TEC will be published six times a year.

TEC editor responsibilities include:

- Selecting professional content annually for six issues of *TEC*.
- Selecting associate editors and field reviewers.
- Managing the review process.
- Assisting authors to develop quality manuscripts.
- Soliciting articles.
- Working collaboratively with the CEC staff.

Candidates for the position should have the following qualifications:

- Knowledge and experience in special education instruction.
- Ability to address and develop topics reflecting the exceptionality and ethnic diversity of infants, toddlers, children, and youth served by special educators.
- Demonstrated expertise in writing and editing.
- Ability to manage the manuscript development and review process.
- Ability to communicate and work effectively with others.
- Membership in CEC for at least 3 years.

"Serving as *TEC* editor has been one of the better things that has happened to me in my career," said Fred Spooner, one of *TEC's* current editors. "This position allowed me at an early point in my career to get my name out there. I met people I wouldn't have met under any other circumstances. I worked with great people, and I broadened my horizons in the field....I'm pleased to have been a part of *TEC*."

The *TEC* editor, a position that may be shared, will serve a term of up to 5 years, beginning July 1, 1996. CEC provides limited compensation for expenses and an honorarium. Deadline for applications is September 30, 1995.

For an application package and information, contact Fred Weintraub, 703/264-9402 or fredw@cec.sped.org. ■

Build a teacher/paraeducator relationship that works!

Today's educational changes have redefined the roles of the teacher and paraeducator. Teachers and paraeducators can learn how to meet these demands, define their responsibilities, and develop a collaborative relationship for the classroom at "**Make the Grade Together: Strengthening the Partnership Between Teachers and Paraeducators**," presented at CEC's Professional Development Series, July 20-21, 1995, in Washington, DC.

The paraeducator, once relegated to grading papers and clerical duties, now participates in instruction and other student-based responsibilities. To meet these challenges, paraeducators must see themselves as professionals and realize there is a set of expectations that is universally accepted as important to their job. Specific observational, assessment, and technical skills are but a few of the additional qualifications paraeducators need to succeed, says Kent Gerlach, professor at Pacific Lutheran University and workshop presenter.

Gerlach also urges teachers to expand their knowledge base. He urges teachers to develop supervisory skills, including:

- Building a collaborative environment.
- Providing clear direction.
- Demonstrating problem-solving abilities.
- Monitoring performance.

Teachers and paraeducators will find ways to improve their educational team and increase their teaching effectiveness at this timely and important workshop. For information, call 703/620-3660. ■

TAKE IT FOR *granted*

Technology Application: To explore effective approaches to using computers in the classroom. Deadline: None. Eligibility: Schools, libraries, and museums. Contact: Blake Cabot, 617/661-6330.

Model Projects for Persons with Disabilities: To develop strategies that reduce barriers to disabled students' interest, retention, and advancement in science, mathematics, and engineering education and careers. Eligibility: State and local education agencies, public and private nonprofit organizations, and nonacademic groups. Deadline: None. Contact: Programs for Persons with Disabilities, 703/306-1636.

Rehabilitation Research Fellowships: To support individuals performing research on the rehabilitation of persons with disabilities. Eligibility: Individuals with previous research experience. Deadline: Oct. 20. Contact: William Whalen, 202/205-9141.

Interpreter Training: To develop programs to train interpreters for individuals who are deaf and deaf-blind. Eligibility: Public and private nonprofit agencies and organizations, including some higher education institutions. Deadline: July 14. Contact: George Kosovich, 202/205-9698.

Field-Initiated Research: To produce new and useful knowledge, techniques or devices to help individuals with disabilities, expecially individuals from minority backgrounds. Eligibility: Public and private nonprofit organizations, including higher education institutions and Indian tribes and tribal organizations. Deadline: September 29. Contact: William Whalen, 202/205-9141.

Ritalin: It's Not the Teacher's Decision

BY JO SMITH READ

Recent statistics say that nearly 3 million children in the U.S. use Ritalin to cope with Attention Deficit Disorder/Attention Deficit Hyperactivity Distorder (ADD/ADHD). This number has raised concerns among the public that Ritalin is being over-prescribed, and teachers and parents are being blamed for Ritalin's prevalence in our classrooms. Rather than dealing with a highly active and energetic child, parents and/or educators reach for the quick fix—a drug to calm the child and make him or her more manageable, critics contend.

In fact, Ritalin can play an important role in dealing with ADHD. Ritalin, used in conjunction with behavior management techniques, can help students with ADHD find meaning and fulfillment in everyday activities such as completing tasks, making friends, and participating in conversations. As a result, they enjoy increased self-esteem, better interpersonal relationships, and hopefully, improved learning. The quality of life for the student, his or her family, and the members of his or her school community may be significantly improved.

However, the possibility of positive outcome must not tempt parents or teachers to view Ritalin as a wonder drug to be administered whenever a student encounters significant social or academic difficulties. The decision to use Ritalin or any other medication must be made only after careful consideration of information about the student and his or her environment. This decision can only be made by parents and a physician, in some cases in consultation with the student.

The Ritalin Trap

Given the complexity and competing demands of a classroom, it is easy to understand how some administrators and general and special education teachers may feel as though the best route to improving a student's behavior and/or academic performance is to recommend that the parents see their doctor and have Ritalin prescribed for the child. While this surely is not a prevalent occurrence, it is tacit knowledge among educators that in some situations it happens. Although it may be understandable, it is not appropriate, and it is not within the scope of acceptable professional conduct.

Educators must never assume they can make a diagnosis of ADHD, nor may they ever directly recommend that a medication such as Ritalin be prescribed for a student. Furthermore, Ritalin must never be viewed as the first intervention for students who exhibit symptoms that might indicate the presence of ADHD.

The Educator's Role

Though educators may not diagnose a student as having ADHD or decide whether a student should take Ritalin, they play a significant role by providing information to the parents and physician as they seek to make decisions.

In many instances, a teacher is the first person to suggest a student might benefit from a medical evaluation to determine the presence or absence of ADHD. The teacher offers the diagnostician valuable data through behavior checklists or anecdotal information. Following diagnosis and the decision to use a medication, teachers play a key role in design, implementation and evaluation of the student's program, which should include home and school behavior management structures in addition to the drug.

Responsibility for assuring that educators do not feel as though a prescription for Ritalin is their best—or only—strategy for improving the climate in the classroom is shared by educational institutions. Preservice and inservice training for all teachers, related service providers, and leadership personnel must offer accurate information regarding the multiple causes of overactivity, impulsivity, and inattention that typify a number of conditions in addition to ADHD.

All school personnel must be given the tools that will allow them to design, implement, and evaluate environmental accommodations that may allow students with ADHD to be successful without the use of medication. These strategies must be utilized before a medical intervention is recommended. And, continuing education opportunities must be provided for educators to interact with medical providers and family members so that all are fully informed of their roles in diagnosis and treatment of ADHD.

As the mother of a child and the wife of an adult who both have ADHD, I believe Ritalin has improved the quality of our family's life and the quality of my child's school life. I am grateful for the sensitive and professional teacher who, after working with me for 4 months to make classroom accommodations that might improve my son's ability to benefit from educational opportunities finally said, "I think it's time to bring the pediatrician in on this."

That teacher conducted herself as the model of professionalism in the diagnosis of my child and in designing a program that would allow him to be a successful, well-adjusted student. Each of us should aspire to match her standards. ■

Speaking out reflects the opinions of individuals. Your comments are welcome!

Jo Smith Read is an Educational Specialist for Special Education Personnel Development in the Virginia Department of Education and a member of CEC Chapter #271.

IDEA Hearings, *from page 3*

training," said Charlene Green associate superintendent for special education from Chicago and member of CEC Chaper #10."Similarly, special education teachers who have been told to expect a separate working environment are now being asked to collaborate with regular education teachers in their classrooms."

Furthermore, teachers may not receive adequate training in their college courses, stated Reid Lyon, the National Institutes of Health's (NIH) LD Director and member of CEC's Maryland Federation. For example, many teachers—less than 10% of special education teachers—feel they are not prepared from their college courses to address reading problems, according to an NIH survey.

Utah, which has dedicated 13% of its IDEA funds to staff development, was presented as a model. Utah's teacher preparation programs provide a wide variety of activities and services, including sending master teachers to become mentor teachers, classroom-based inservices, technical assistance, and lighthouse classrooms and schools that model social development and behavior management techniques.

Administrators, general and special education teachers, and support staff have all benefited from this investment, said Stevan Kukic, director of Utah's At Risk and Special Education Services and member of CEC Chapter #512.

Inclusive and Collaborative Practices

Increasing inclusive educational environments for students with disabilities was a major theme of the IDEA hearings. Students, parents, and educators spoke in favor of providing services to special education students in general education classrooms.

CEC's Rodriquez-Walling and Gonder and their collaborative general education teachers, Christina Hoyo and Ingrid Caldwell, were the only teacher teams to testify. Through examples of collaborative projects that have helped special and general education students achieve academically while gaining an appreciation for each other's strengths, Rodriguez-Walling and Hoyo illustrated the positive benefits of inclusion.

Gonder and Caldwell focused on specific teacher support strategies that are needed to ensure that collaborative education succeeds for students and teachers. Some key features include:

- A resource room located close to the general classroom.
- Making the resource teacher a member of the general classroom who helps all students, not just special students.
- Teacher support team.
- Grade-level support team to discuss new ideas, activities, and intervention tactics, as well as study units.
- Adequate training and information for teachers.

Through the testimony, inclusion was presented as one of the areas in which special education worked and should be preserved in IDEA reauthorization.

"I would like to see situations like the one described by Gonder and Caldwell become a broad reality and not an anecdote that is isolated," said Frist. "That is where IDEA is moving, and we want to accelerate that process."

Parent Training

Additional funds for parent training are needed if parents are to become effective partners in the education process, Marca Bristo, Chairperson of the National Council on Disability (NAB), testified. Family-centered and community-based services can assist children and youth at risk, address discipline problems, and accelerate educational progress and achievement, Kukic added.

Research

Congressional members and witnesses supported providing IDEA funds for continuing research. Analysis and study is needed to determine what works and is effective for children with disabilities and what does not, said Julian Tepper, Esq., education attorney. Sen. Tom Harkin (D-Ia) also stated a need for "facts, not just anecdotes."

Other witnesses said research was vital to providing quality educational practices in special education. We must provide educators with effective teaching strategies for children with disabilities and concentrate more effort into getting information about new developments out, said Lyon. ■

Classified Ads

COME TO CENTRAL TEXAS! TEACH IN TEMPLE ISD! 1995-96 special education positions include: Teachers of medically fragile, mentally impaired, visually impaired, deaf, or learning disabled. Bilingual staff (Spanish/English) also needed. CONTACT: Temple ISD, Director of Personnel, P.O. Box 788, Temple, TX 76503. CALL 817/778-6721.

Are you a Speech Language Pathologist? If so, Yakima School District in eastern Washington state needs you! Direct inquiries to Pat Kincheloe, Director, Special Education Services, 101 N. 4th Ave., Yakima, WA 98902 or call 509/575-2958 or FAX 509/454-3599. Bilingual Spanish/English helpful.

Yakima School District in eastern Washington state has opportunities for school psychologists! Direct inquiries to Pat Kincheloe, Director, Special Education Services, 104 N. 4th Ave., Yakima, WA 98902 or call 509/575-2958 or FAX 509/454-3599. Bilingual Spanish/English helpful.

OVERSEAS EIP. MS/MA Sp. Ed. Early Childhood, 2+ years w/ 0-3 year-olds. Call Mike Bush, IBSI, 800/994-4274.

Certified teacher has eight years experience in behavior disorders: ADD, ED, LD. Seeking employment in areas of Austin, TX; east of Albuquerque, NM; or Prescott, AZ, before July 1. Send information to: Carol L. Cheatham, 5525 Jessamine, Houston, TX 77081, 713/808-1081.

CALENDAR OF CEC *events*

july

July 9-11, 1995
DLD Institute, "Responsible Inclusion: A DLD Teacher Institute for Special/General Partner Pairs," Raddison Hotel, Asheville, NC/ Contact for information/ registration, CEC Headquarters, 800/224-6830.

July 20-21, 1995
CEC Professional Development Series, Park Hyatt Hotel, Washington, DC. For information/ registration call CEC Headquarters, 800/224-6830.

July 21-22, 1995
CCBD Institute: School Prevention and Intervention Programs for Students with Aggressive and Violent Behaviors, San Diego, CA. Call Lyndal Bullock, 817/565-3583.

July 27-28
LCCE Regional Training: Life Centered Career Education, Hyatt Regency, Washington, DC. For information, call CEC Headquarters, 800/224-6830.

July 28-29, 1995
CCBD Institute: School Prevention and Intervention Programs for Students with Aggressive and Violent Behaviors, Bethesda, MD. Call Lyndal Bullock, 817/565-3583.

october

October 5-7, 1995
CCBD Conference: "Positive Programming for Children and Youth with Behavioral Disorders," Harvey Hotel, Dallas (Irving), TX. Call Lyndal Bullock, 817/565-3583.

October 11-13, 1995
MRDD Topical Conference, "Goals 2000: Education in a New Century," Austin Marriott Hotel, Austin TX. Call Linda Easton, 810/746-8590.

October 12-14, 1995
Saskatchewan CEC Conference, "Partnerships Under Construction," Delta Bessborough in Saskatoon, SK. Call Jean Lendzyk, 306/554-2262.

October 19-20
LCCE Regional Training: Life Centered Career Education, Kansas City Marriott, Kansas City, MO. For registration information, call CEC, 800/244-6830.

October 19-21, 1995
DCDT Eighth International Conference, "Spectrum of Career Development: Focus on the Individual," Raleigh, NC. Call 904/392-0701.

October 25-27, 1995
Wisconsin Federation Conference, Oshkosh Hilton and Conference Center. Contact: Jon McCluskey, 414/832-6130.

november

November 1-5, 1995
1995 Annual International DEC Conference, "Broadening Realities: Valuing Diversity," Buena Vista Palace, Buena Vista, FL. Call DEC 1995 Conference, 410/269-6801.

November 3-4, 1995
New York Federation Convention, "Special Education and General Education: Working Together Toward the 21st Century," Radisson Hotel, Niagara Falls, NY. Call Debbie Chicorelli, 716/688-9082.

November 8-11, 1995
"Jazzin' Up Assessment III," Monteleone Hotel, New Orleans, LA. Call Gayle Szubinski, 404/438-0664.

November 8-11, 1995
TED Annual Conference, "Celebrating Diversity: Preparing Personnel for the 21st Century," Hyatt Regency, Waikiki, Honolulu, HI. Call Mary Anne Prater, 808/956-7956.

November 9-10, 1995
West Virginia Federation Conference, Holiday Inn, Parkersburg, WV. Call Cynthia Alkire, 304/684-2421.

November 16-18
CASE International Conference on Public Policy in Special Education Red Lion's La Posada Inn, Scottsdale, AZ. CAll 505/243-7622.

THE COUNCIL FOR EXCEPTIONAL CHILDREN
1920 Association Drive
Reston, VA 22091-1589

NONPROFIT
ORGANIZATION
U.S. POSTAGE
PAID
RICHMOND, VA
PERMIT NO. 930

Join us at CEC's Professional Development Series, July 20-21, 1995.

CEC today

EXCLUSIVELY FOR MEMBERS OF THE COUNCIL FOR EXCEPTIONAL CHILDREN

VOL. 2 NO. 2
AUGUST 1995

House Subcommittee Wipes Out Funding for Major Federal Special Education Programs

On July 12, 1995, the House Appropriations Subcommittee on Education and Labor slashed funding for education. Under the committee's budget ax, special education lost $175 million in federal funding. If implemented, these cuts will eliminate the research and professional development programs that have defined appropriate education for children with exceptionalities. Students preparing to become special education teachers will see their programs end, teachers will lose valuable inservice training, research will be halted midstream, and parents will be left without sources of information about their child's disability.

Other special education programs, such as those for students with severe disabilities, transition services, and postsecondary education survived but received no additional funding.

This action is only the first in a series of recommendations on education funding—the recommendations must pass the full House and Senate, and President Clinton has said he will veto any bill containing such broad cuts to education. However, Department of Education officials warned that the assault on education must be taken seriously.

"It has profound implications," said Tom Hehir, Director of the Office of Special Education Programs. "...no teacher preparation of any kind, research across disabilities and age, or support systems for states. We can't take lightly the long-range implications of this bill. The federal government has had a role for many years in improving the lives of children with disabilities, enabling us to do a better job of staffing schools with qualified personnel and providing training for parents. All that is gone...it's not trivial."

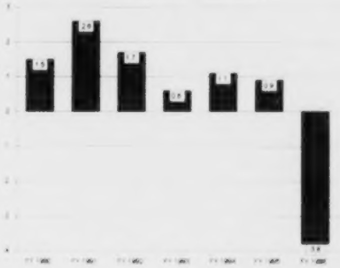
Officials also advocated making Congress and people in the schools and communities aware of special education and the role discretionary support programs play in the advancement of effective teaching strategies to recoup the monies the Subcommittee revoked

"We have to make sure people know what we have done. We need to have people realize...that the results of

Continues on page 5

Bipartisan Support for Education Ends

Education Funding for FY 1990-FY 1995 and House Republican Subcommittee Proposal for FY 1996 (in billions of dollars)



OSEP Research Conference Focuses on Research to Practice

The 1995 Office of Special Education Program's Research Project Directors' Conference, held on July 12-14, in Washington, DC, proved to be a "working meeting" as well as a time to unveil new findings in the education of students with disabilities. The conference, conducted through the ERIC Clearinghouse on Disabilities and Gifted Education, which is operated by CEC, brought together researchers who are conducting OSEP-funded research projects. These leading researchers tackled the major issues affecting special education and research today.

Throughout the conference, researchers explored ways to make their work more relevant and accessible to educators. To help achieve that goal, small working groups met to develop guidelines that define what we know and what needs further research on various issues such as discipline, successful schools, school-to-work transition, and reading. Other sessions addressed ways to advance research methodology and make

Continues on page 9

inside

International Special Education 10
The Missing Link in Special Education Research—the Practitioner 14
Gifted and LD? 15

CEC headquarters

briefs

The ERIC Clearinghouse on Disability and Gifted Education and Judy Schrag, CEC's 1992-93 resident scholar, provided background information and assistance to Meredith Viera and Michele Rioden-Read for their program, "Sean's Story: A Lesson in Life," which won the Robert F. Kennedy Journalism Award. The program, which aired on ABC's Turning Point, examined the controversy surrounding inclusion from a political, social, and economic view. Viera and Rioden-Read donated $1,000 to CEC for its help in producing this outstanding documentary. Congratulations to all for a job well done!

CEC Headquarters was recently recognized by the Fairfax County Public Schools, Department of Student Services and Special Education, for its support and dedication to community work programs. CEC Headquarters has served as a work-site for students with disabilities for the past 4 years. CEC is proud to work closely with the schools to further our mission and help students with disabilities in our locale become productive, successful individuals.

The National Association for Gifted Children joined CEC in sending a letter to all members of the United States Congress urging Congress to fund the Jacob K. Javits Gifted and Talented Students Education Act at $9.51 million. The letter was printed in the May/June 1995 issue of *Understanding Our Gifted*.

In Memoriam

CEC is saddened to announce the recent passing of a notable member and friend.

Mamie Jo Jones, Past President of CEC, 1962-1963, passed away in June 1995. Jones, who also served as the state director of special education in Georgia, worked tirelessly to promote special education and the advancement of children with exceptionalities. We will miss her unflagging determination, sensitivity, and selfless devotion to the field.

Introducing Diane Johnson, CEC's 1995-96 President

CEC Today *would like to introduce Diane Johnson, CEC's 1995-96 president. Johnson, a CEC member since 1975, has worked diligently to advance CEC and its programs. Her many roles in the association include president elect, vice president, and governor-at-large, U.S.*

Johnson currently serves as the Director of the Florida Diagnostic and Learning Resources System's Miccosukee Associate Center in Tallahassee, FL.

What are your goals for CEC?

I think we must continue to focus on communication. First, we must clearly communicate CEC's mission and the importance of special education.

We must also open the lines of communication within the association and the broader community. And, we need to involve members in decisions regarding special education's direction and CEC's role in establishing those directions.

CEC's services must continue to respond to members' needs. Further development of professional standards, political advocacy, and membership is critical. The international arena is one area that offers great opportunities for leadership and growth. CEC's new international task force can help develop our international membership and services programs.

And, I would like to see us increase our advocacy programs at all levels, particularly at the grass-roots level. Educational decisions are being forced downwards; and our teachers, as well as local school officials, must have the information they need to make effective decisions for all students.

What are CEC's strengths?

Our members. Our members are creative individuals who are focused on making the world a better place for children. Capturing that creativity and channeling it to continued educational progress continues to be our greatest strength.

What challenges does CEC face?

The biggest challenge CEC faces today is articulating our goals to the public. Special education's regulations, funding, and viability are undergoing careful review. We must demonstrate special education's impact and accountability and give the public the information they need to support our students.

We must also focus our efforts on preventing further rescissions of successful programs, creating successful transitions and necessary accommodations in the workplace, and restoring opportunities for gifted education.

How can CEC take a stronger leadership role?

I would like to see CEC reassert our leadership role. To accomplish this, CEC must provide clear policy statements and responses within the broader community context.

We also need to "spread the good news" about special education. For the general public to support special education, people need to know how special education is helping students with disabilities achieve. CEC can help our members create positive public relations for special education in their communities by giving them timely information that reinforces our message.

Do you plan to increase CEC's collaborative efforts?

I hope to see collaboration as a vital part of our strategic plan for the coming year. Part of our stronger leadership role depends on successful collaboration not only with other associations, but with families, communities, and businesses. We must also expand our collaborative initiatives with higher education and state, provincial, and local governments.

In addition, CEC must increase collaboration within our units. CEC's Board of Governors has been studying

Continues on page 3

Johnson, *from page 2*

ways we can increase collaboration of regional activities. And, we are examining methods to facilitate sharing across federations and divisions and increase co-sponsorship of professional development activities.

Part of the collaboration effort is also realizing that all our units make the composite whole of CEC. When so many challenges face education, it is particularly important to recognize that it is through our collective expertise that CEC will fulfill its leadership role.

CEC has always acknowledged differences and diversity. However, we have developed a united statement of beliefs. Now is the time to review our beliefs and make sure we are still on target.

How can CEC better serve our members?

CEC must listen to and respond to members' suggestions. We have already begun looking at new technologies and methods to meet member needs, such as developing alternative ways to deliver member services, training opportunities, and sharing of best practices.

CEC is also exploring new programs for teachers and parents, including information databases, access to the databases, mentor services, and a job bank.

And, we are working to increase our associate membership programs for parents and paraeducators and to continue our commitment to our student members.

How do you envision CEC's future convention and professional development programs?

CEC will continue to review and revise our professional development programs to ensure they bring our members the latest research and teaching strategies and are relevant and accessible to all who provide services.

We also hope to find new and better ways to deliver training at the school level. One option we are exploring is to utilize new technologies such as telecommunications for inservices and workshops. Another is to bring practical and relevant training opportunities to individual school districts. ■

Get the Facts—Instantly!

As part of our Each One, Reach One campaign, CEC is proud to bring you a new member benefit—Facts by FAX! Facts by FAX, our FAX on demand system, gives you easy access to up-to-date fact sheets on today's important educational issues.

You can use the fact sheets to disseminate important information to your local school officials, community leaders, parents, and colleagues. They can also be reprinted or excerpted in newsletters or other correspondence. Or, you can obtain information you need for personal or professional decisions.

To take advantage of this service, just call the Facts by FAX line, 703/264-9420, from the phone on your fax machine, follow the instructions provided, select the index or fact sheet you want, and start your fax machine when you hear the tone. (TTY users please call 703/264-9446.)

Some popular Facts by FAX topics include:

Facts by Fax Directory

- Facts by FAX current index.

Membership Resources

- Each One, Reach One Membership.
- Member Benefit Card.
- Ways to Recruit and Keep Members.
- CEC Calendar of Events.

Career Awareness Resources

- Teacher Salaries.
- Careers in Special Education.
- Financial Aid Resource Guide.

Public Outreach Resources

- Special Education Funding.
- IDEA Reauthorization Talking Points.
- Supplemental Security Income (SSI) Programs.
- Key House and Senate Committee Representatives.

Professional Issues

- Assessment and Special Education.
- Value of Special Education Services.
- Early Intervention and Cost Efficiency of Early Education.
- Research on the Effectiveness of Mainstreaming.
- Gifted Education. ■

inside

AUGUST 1995 VOL. 2 NO.2

CEC Today is published by
The Council for Exceptional Children, 1920
Association Drive, Reston, VA 22091-1589.
Telephone 703/620-3660.
lyndav@cec.sped.org

CEC Today is not copyrighted. Members are encouraged to copy and disseminate information in this publication.

CEC President: Diane Johnson

Interim Executive Director: Nancy D. Safer

Editor: Lynda C. Voyles

Contributing Editors: Jacki Bootel, Department of Public Policy; Jean Boston, Publications and Professional Standards; Jane Burnette, Grants and Contracts; Brian Carroll, Professional Development; Grace Zamorá Durán, Membership; Karen Vermaire Fox, Student CEC; Jeanne Glover, Membership; Shelia Mingo, Ethnic and Multicultural Concerns

House Subcommittee Wipes Out Funding for Major Special Education Programs 1
CEC/OSEP Research Conference 1
Introducing Diane Johnson 2
Get the Facts—Instantly 3
Advocacy in Action 4
Student CEC Spotlight 6
Multicultural 7
Division Focus 8
International 10
Member to Member 12
Each One, Reach One, Just the Beginning
You Can Have a Winning CEC Unit
Speaking Out 14
The Missing Link in Special Education Research—the Practitioner
Professional Advancement 15
Gifted and LD?
Calendar of Events 16

Advocacy in Action

Now—more than ever—it's important that you become active in the political process. The members of our U.S. Congress have told advocacy groups in Washington like CEC that they want to hear from their constituents—YOU!!

Furthermore, not only can you affect change at the national level, you can impact state and local policy as well.

To help you get started, CEC's Department of Public Policy (DPP) is providing you with insights on how to affect public policy, as well as some myths you might have heard on what it means to be an advocate.

How to Change Public Policy

Social reform can be an arduous process. To succeed, a reformer must be strong, dedicated, persistent, and willing to work hard. But if you are make the investment required, you can make a difference.

Remember that you are already an accomplished advocate—at home or in the classroom. As a teacher, you know how to provide information that can influence someone to agree with your point of view. Therefore, advocating can be easy—you already have developed the skills to successfully implement reform.

Public policy is based on a simple commodity that is well within your reach—information. The individual who has accurate, useful, well-packaged, meaningful, and hard-hitting information can exercise great power in the policymaking arena.

You already know some of the information you will need because it comes from your personal experience. You must be willing to share this very personal information with policymakers, so that they can learn what you already know and what they may have never had the opportunity to really understand.

Other information may not be familiar to you, but it is well within your reach. Once you learn where and how to gather the information you need, how to assemble the facts, and how to package and deliver the message, you are more than half way there.

Every policymaking body has its own process for decision-making and policy implementation. As you learn about the process and the people who control the systems you are trying to influence, you will discover what makes advocacy work, where the intervention points are, who controls access and outcome, and what and who determines the timing. You must delve into the system, form personal relationships, and become a part of the process to produce change from within.

Understanding the process, developing contacts, having and using good information effectively is what advocacy is about. The experience and skills you gain from advocating for reform can be transferred to other activities. Once you realize that the system is open and accessible, you will appreciate how much power you have as a citizen advocate.

Myths About Advocacy

Myth: Advocacy is somehow a "dirty" business.
Fact: Advocating social policies—working to correct what is wrong—is your responsibility and your right. Only those who do not understand how public policy is made could believe that citizens should not engage in advocacy. Wanting to leave the world a better place than you found it is admirable. If your cause is worthy, you should feel proud to advocate for it. It is the highest form of participation in an open democracy.

Myth: Advocacy is for professional lobbyists.
Fact: Long-term advocates have the experience and perspective that can only come with time. Advocates who are well-connected and know their subject matter well can be very valuable to legislators who are pressed for time, have small or no staffs and few other resources, have many demands on them, and need to get good information they can trust very quickly. These are things that a good professional advocate can provide. You, too, can provide good and trustworthy information. And you have valuable assets that professional advocates do not.

Citizen advocates are credible in a way that professional advocates cannot be. When you advocate social reforms, it is because you believe they are right—not because someone is paying you to do so. As an educator, you are already adept at formulating, planning, and presenting information skills that are important to the advocacy process.

You are also a voting constituent, and you represent an organization composed of other voting constituents. Politicians never forget this fact. Your elected representatives hold office to serve you and your fellow constituents. They know that if they perform well, voters will keep them in their jobs.

Myth: To be successful in advocacy, you have to "know someone."
Fact: To be good at persuading anyone, you should know certain things about the individual. Fortunately, politicians lead very public lives, and it is easy to learn a great deal about them.

If members of your CEC federation or division already have personal contacts with officeholders, use them. There is nothing wrong with this approach. In fact, it is recommended.

If you do not already have personal relationships with the officials who will be important in achieving your goals, form them. Politicians like getting to know new people.

Arrange a "reception" or a legislative breakfast so your whole organization can meet and get to know your elected officials. Or, invite them to CEC-sponsored events or school-based activities involving students with exceptionalities. Politicians seldom turn down invitations that give them access to large audiences.

Or, simply "drop in" the politician's office for an impromptu visit—often a good way to get acquainted! *(Excerpted from the CEC Special Education Advocacy Handbook.)*

To help you become more familiar and comfortable with grass-roots advocacy, DPP developed the *CEC Special Education Advocacy Handbook.*

Continues on page 5

Advocacy, *from page 4*

If you would like to suggest materials to supplement the *Handbook* that would focus more on state or local issues, please contact Jacki Bootel, Policy Specialist, The Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091-1589 or e-mail: jackib@cec.sped.org. To order a copy of the *Handbook*, call 800/CEC-READ, and ask for product #R5087. ■

Proposed Funding for FY 1996

(in thousands of dollars)

	FY 1995	Proposed 1996
Grants to states	2,322,915	2,323,837
Preschool grants	360,265	360,409
Grants for infants & families	315,632	315,754
Deaf-blindness	12,832	12,832
Serious emotional disturbance	4,147	4,147
Severe disabilities	10,030	10,030
Early childhood education	25,167	0
Secondary and transitional services	23,966	23,966
Postsecondary education	8,839	8,839
Innovation and development	20,635	0
Media and captioning services	19,142	19,142
Technology applications	10,862	0
Special studies	4,160	0
Personnel development	91,339	0
Parent training	13,535	0
Clearinghouses	2,162	0
Regional resource centers	7,218	0

Funding Cuts, *from page 1*

investing in discretionary programs are there in the schools," Hehir explained.

And Patricia Morrisey, Staff Director, Senate Subcommittee on Disability Policy, added that educators and others concerned with the education of children with disabilities must make a concerted effort to communicate the importance of these programs to their House and Senate representatives.

CEC has initiated a high-level advocacy campaign to convince Congress to reinstate funding for special education. CEC's Department of Public Policy has set up a series of meetings with Congressional members, and it is working closely with its Children's Action Network (CAN, formerly the Political Action Network) to help members learn the value of these programs.

"This action on the part of Congress calls for an intense effort from every individual and organization concerned with the education of students with exceptionalities," said Joseph Ballard, CEC's Director of Public Policy. "CEC has been instrumental in guiding Congress to support special education in the past, and we intend to do everything in our power to ensure special education—and education in general—continues to receive federal support."

Impact on Special Education

The bill passed by the subcommittee would eliminate all funding for eight of special education's discretionary support programs. This would preclude any new activities or continuation of awards for currently funded projects past September 30, 1995. The following programs are facing elimination:

- **Professional Development**—A lack of funding for professional development will affect incoming special education teachers as well as experienced educators. Hundreds of colleges will lose financial support for their teacher preparation programs, and schools will lose funding for continued professional development. In addition, thousands of students preparing to become special educators will find themselves without the financial support they need to continue their education. These programs are critical at a time when there is an increased demand for quality education.
- **Innovation and Development**—In past years, special education has made great strides in learning how to teach children with disabilities—the result of federal funding for innovation and development. Special education research provides new knowledge and develops improved products that help us teach effectively. Investment in research and innovation activities helps teachers improve the quality of services to children with disabilities.
- **Clearinghouses**—Special education clearinghouses are a primary resource for educators and parents on the developments and research occurring in the field. Authorized by IDEA, the National Information Center for Children and Youth with Disabilities, the National Clearinghouse on Higher Education and Adult Training for People with Disabilities, and the National Clearinghouse for Professions in Special Education (housed at CEC) provide current, comprehensive, and reliable information to teachers, parents, and others on the education of children with disabilities.
- **Early Childhood Education**—The Early Childhood Education program develops models of best practice for preschool and early intervention programs and for improving statewide program development. It supports demonstration, outreach, and research activities to address the needs of children ages birth-8 with disabilities. It also provides families, agency administrators, and service providers with information, resources, and technical assistance in early intervention and preschool education.
- **Parent Training**—Parent training programs teach parents of children with disabilities how to care for them at home, work with them in collaboration with their teachers, and who to contact within the community for different support systems their children may need. They also help parents determine the best education for their children and how to get it, as well as provide the support and advice of other parents on the challenges and possibilities in education for children with special needs. In addition, parent training programs inform parents of their child's rights and responsibilities under IDEA.
- **Technology Applications**—Many of the advances in the education of children with disabilities can be traced to technology. The research and design of new technology to serve these students is of critical importance. This is a program where a modest federal investment can make a substantial difference in the lives of children with disabilities.

Continues on page 9

You CAN Be an Advocate for Children with Special Needs

BY KIMBERLY GARVIS

My first *CEC Today* assignment began with a phone call. "Welcome to the staff," my editor said. "You have an article due in 5 days on the Children's Action Network (CAN), CEC's political action network. Good luck."

I hung up the phone. Children's Action Network? In all my years as a Student CEC member, I had never heard of this. Was I in over my head?

Using my investigative talents, I raced to Headquarters and met with Jacki Bootel, the coordinator of CEC's CAN network. Jacki informed me that the CEC CAN was formerly known as the Political Action Network (PAN).

"CEC is committed to advocating for individuals with exceptionalities and improving the conditions and resources available to the educator," Jacki explained. "The best way to do this is to inform policymakers about what it takes to educate our students. CEC's CAN Coordinators work within their federations and divisions to spread the word about political issues that we are facing on the local, state, and national levels," Jacki added.

Does a Student's Voice Count?

I thanked Jacki for giving me an overview of CEC's CAN network and headed to Capitol Hill. Newt Gingrich welcomed me into his office.

I asked his opinion about student involvement in the political process. He was so excited to see a college student that he immediately began preaching about student involvement.

"Students can make an impact on the political process by getting involved with their chapters and associations," Newt said. "In fact, the chapter at the University of Puerto Rico has testified before the Department of Education regarding the educational plan for Puerto Rico twice."

You Can Make a Difference with CAN

Newt's thoughts fit right in with Jacki's advice. She said that every student chapter and association should have a CEC CAN Coordinator. In fact, CEC is working to establish Student CEC CAN coordinators in every active state/provincial association.

"We are working with federation CAN coordinators and Student CEC association presidents to set up our Student CEC CAN network, and we are looking for volunteers," explained Jacki.

A Student CEC CAN Association Coordinator is responsible for:

- Establishing a network of people—Student CEC Chapter CAN Coordinators—to whom they will share information. The larger the network, the more students involved, the bigger the impact.
- Working in tandem with the Federation CAN Coordinator to ensure that efforts are not duplicated and that they are making a broad impact on all the members within their federation.
- Receiving information from CEC's Department of Public Policy about federal legislative, judicial, and agency issues that they should personalize so it pertains to local and state issues as well.
- Personalizing information and passing it along to their network—Student CEC Chapter CAN Coordinators—who then share it with their members. Information can be shared via faxes, letters, e-mails, or by presenting at chapter meetings.
- Encouraging Student CEC members to write letters, make phone calls, or visit their policymakers to educate them about special education and the issues at hand. This means contacting school board members, state officials, or your Congresspersons or Senators.

With the changes that have taken place on Capitol Hill and the reauthorization of IDEA coming up in September, it is crucial that students get involved with CEC's CAN network.

Watch the "Advocacy in Action" section in *CEC Today* for vital information updates, and if you are interested in working with CAN, contact Jacki Bootel, 703/264-9437, or your federation CAN Coordinator. ■

Kimberly Garvis is an undergraduate student at Providence College in Rhode Island. She is the Vice President of Communications of the Student CEC Executive Committee and formerly served as president of her chapter. If you are interested in working on the Publications Committee, give Garvis a call, 401/865-3846.

1995-1996 Student CEC Executive Committee

President
Kristy Perez
P.O. Box 4209
College Station, TX 77844
409/823-2505

Vice President of Programs
Cheryl Turner
4564 North Market Street
St. Louis, MO 63113-2113
314/652-5924

Canadian Student Liaison
Alan Balitian
410-40 Alexander Street
Toronto, ON M4Y 2B5
Canada
416/961-5270

Vice President of Committees
Samantha Sexton
445 Dalton Street
Winnipeg, MB R2X 2C5
Canada
204/586-5080

Vice President of Communications
Kim Garvis
P.O. Box 2895
Providence College
Providence, RI 02918
401/865-3846

Student chapters that elect officers in January should have reported current officers to CEC in July. Contact Karen Vermaire Fox, 703/264-9483.

Teaching from a Multicultural Perspective

Promoting a positive view of cultural and other differences requires a classroom climate sensitive to individual students, their families, and their communities. A positive multicultural view also prepares students to live and work in a diverse society where, rather than maintaining a parochial world view, they expand their acceptance and understanding of human differences.

It further acknowledges that individual differences always exist, even if they are not obviously visible in a classroom. And it clearly recognizes that what generally applies to a cultural group may not be characteristic of one individual representative of that group.

The latest printing of the *Life Centered Career Education (LCCE) Complete Curriculum Package* includes a new section to help teachers adapt instructional units to better meet the needs of students from diverse cultural and ethnic groups. This material was taken from *A Multicultural Guide for Use with the Life Centered Career Education Curriculum* by Linda Martinez, Sharon Field, and Sharonlyn Harrison, Wayne State University, August 1994.

Although the guide was developed specifically for use with the LCCE curriculum, the checklists, which revolve around communication styles, curriculum content, instructional strategies, and evaluation techniques, may be applied to any curriculum. Once a teacher has reviewed a lesson using these checklists, it is easier to pinpoint areas where adaptations or additions should be made.

Communication Styles Checklist

- Do I vary the methods I use?
- Do the techniques I use respect differences?
- Do I use appropriate communication techniques for each student?
- Do I give the class verbal explanations?
- Do I use visual communication (charts, maps, films, etc.)?
- Do I speak to the students one-on-one?
- Do I include group activities?
- Does the lesson include some reading?
- Does the lesson include some writing?
- What other methods of communication are used?

Curriculum Content Checklist

- Is the lesson content appropriate for all the students in the class?
- How does the approach to the lesson content reflect diversity?
- What instructional approaches are used?
- Are specific heroes, heroines, holidays, etc., from diverse cultural groups mentioned?
- Is a concept, theme, or perspective that is different from the mainstream presented?
- Is the lesson presented so students can begin to see its content from the perspective of a different group?
- Are students asked to form opinions, make decisions, or take action based on their ability to view the lesson from a different perspective?
- Is the curriculum or lesson content appropriate for each of the students in the class?

Instructional Strategies Checklist

- Do I use appropriate instructional strategies for all of the students in the class?
- How does the classroom climate promote respect for differences in learning styles?
- Do I encourage students to help one another?
- Do I encourage students to work in groups?
- Do I encourage students to work by themselves?
- Do the students and I work together on this lesson?
- Do I invite parents into the classroom to observe and/or to participate in the lesson?

Evaluation Techniques Checklist

- Are the evaluation techniques appropriate for each student in the class?
- What different means of evaluation are used?
- Are traditional paper and pencil tests used?
- Are multiple choice or true/false tests used?
- Is any standardized test used?
- Is extra time given for students who require it?
- Are any skill-based performance tests used?
- Is any interaction and/or discussion used to determine lesson knowledge and understanding?
- Is there any type of peer evaluation?
- Are the evaluation techniques appropriate for each student in the class?

This new section of the *LCCE Complete Package* is available to users of the curriculum free of charge. Teachers who are using a version published prior to June 1995 may request this 8-page supplement, which contains the checklists and sample modified lesson plans by writing to CEC Publications, 1920 Association Drive, Reston, VA 22091-1589. Please provide your name, address, and telephone number, and the name, address, and telephone number of the person responsible for purchasing special education/transition curriculum materials in your school district. ■

Wanted!

Members for a new CEC focus group on culturally and linguistically diverse opinions and viewpoints. The focus group will explore new research and techniques and participate in program planning, product evaluation, etc.

Now is your opportunity to ensure multicultural perspectives are heard throughout the educational community. Sign up today!

Name:
Job/Position:
Address:
Phone:
Ethnicity:

Send to: Shelia Mingo, 1920 Association Drive, Reston, VA 22091-1589, or FAX: 703/264-9494.

Division Focus

CASE

The Council of Administrators of Special Education

July marked the date of the summer meeting of the CASE Executive Committee. The two-day meeting, held in Washington, DC, gave Executive Committee members an opportunity to meet with members of Congress and their staffs to discuss appropriations for the next fiscal year as well as reauthorization issues. Members also met with representatives of other associations. Also, new Executive Committee members Stanley Draffin and Mike Liviovich joined CASE President Cal Evans, Executive Director Jo Thomason, and CASE staff member Pam Casias at the CEC Division Officer's Seminar in Reston, VA.

CASE and the Council for Children with Behavioral Disorders (CCBD) issued a joint statement on Violence in Schools. A copy of the statement was mailed to CASE members in the July/August issue of the CASE newsletter. Additional copies may be obtained from the CASE office, 505/243-7622, or from CCBD. Both divisions are pleased that this important agreement was reached in time for Senate and House hearings on discipline in the schools that are being held as part of the reauthorization process for the Individuals with Disabilities Education Act (IDEA). (For more information on the statement see the CCBD update).

Plans are underway for the fall meeting of the CASE Board of Directors. The Board will meet October 27-28, 1995, at the Pan Pacific Hotel in San Diego. The CASE Board of Directors consists of representatives of each CASE subdivision as well as the members of the CASE Executive Committee. Subdivisions are currently submitting issues for the meeting agenda.

CCBD

The Council for Children with Behavioral Disorders

CCBD and the Council of Administrators of Special Education (CASE) recently released their joint statement on Violence in Schools. In the statement, CCBD and CASE "endorsed the need for a school district to immediately and unilaterally remove any student who has a disability if he or she becomes violent, aggressive, or destructive within a particular school. Such students must continue to receive their education in an alternative educational setting until an assessment has been accomplished and appropriate decisions are made about their long-term education program. Additionally, all students should have the opportunity to receive alternative educational services."

CCBD and CASE hope the statement will help school districts respond appropriately to students with disabilities who become violent in the school setting and that it will be used to develop language for the reauthorization of IDEA.

Welcome to the new editors of *Beyond Behavior*, Mitchell Yell, Jim Shiriner, and Frances Korsen. And, many thanks to outgoing editor, Mary Kay Zabel, who not only served as an excellent editor but was also a co-founder of the publication.

CCBD's International Conference on Behavior Disorders, "Positive Programming for Children and Youth with BD" will be held October 5-7, 1995, in Dallas, TX. Stu Robertshaw, former teacher of students with emotional/behavioral disorders and founder of the National Association for the Humor Impaired will open the conference. Conference sessions will focus on: inclusion, developing social skills, violence prevention, and school-wide behavioral support for students.

CEC-DR

The Division for Research

Many of CEC-DR's members have spent much of their summer in the nation's capital. In July, members attended the Project Directors Meeting with the Office of Special Education Programs in Washington, DC; the CEC Division Leadership Training Institute at CEC Headquarters in Reston; and the AD Hoc Committee on Research at the Westin ANA Hotel in Washington. And, the newly formed Committee on Knowledge Utilization, which is comprised of many CEC-DR and American Education Research Association members, also met at the ANA Hotel in Washington.

In addition, CEC-DR's members traveled to the capital to attend Congressional hearings and keep abreast of the Washington Research Agenda.

CEC-DR will hold its next board meeting in November in Tempe, AZ.

CEDS

The Council for Educational Diagnostic Services

CEDS' third international topical conference, "Jazzin' Up Assessment III," November 8-11, 1995, in New Orleans, LA, will feature James E. Gilliam, author of two diagnostic tests on autism and ADHD. Gilliam will present "The Analysis of Defensible and Workable Behavior Management Plans." Plus, a wide array of sessions give attendees the latest information on assessment for every age group. Topics include:

- Language assessment.
- Family involvement in assessment.
- ADHD.
- Assessment of autism.
- Assessment and the use of precision teaching.

Diagnosticians, psychologists, evaluators, teachers, and learning consultants won't want to miss this dynamic conference. For information, call 404/438-0664.

DCCD

The Division for Children's Communication Development

DCCD's name change has brought about a new name for its journal. The DCCD journal is now the *Journal of Children's Communication Development*. We have many exciting articles planned to accompany its new name.

DCCD also welcomes its new editor, Richard Nowell. The *Journal of Children's Communication Development* is currently accepting articles for future publications. Areas that will be stressed in upcoming issues include: teaching strategies and/or research on language and learning for those with learning disabilities, research or teaching strategies for individuals who are deaf or hard of hearing, early childhood language stimulation, and educational programs for those with severe or multiple disabilities.

Those interested in submitting articles for publication can write Nowell at the Department of Special Education, 203 Davis Hall, Indiana University of Pennsylvania, Indiana, PA 15705, or call him at 412/357-2454.

DEC

The Division for Early Childhood

Extend your summer! Join DEC in Orlando and Disney World! DEC is holding our annual conference in Orlando, FL, November 1-5, 1995. Attend sessions of your choice and spend quality time with your family as you explore Disney World, Epcot Center, Sea World, Universal Studios-Florida, and the Disney/ MGM Studio. For more information, call 410/269-6801.

MRDD

The Division on Mental Retardation and Developmental Disabilities

MRDD has added two new subdivisions this year. Welcome to New York and Texas.

MRDD's topical conference is scheduled for October 10-12, 1996, in Austin TX. The call for papers is underway. If you would like to present at this highly-respected conference, please contact Linda Easton, Vice President and Conference Chair at 810/746-8590.

Darlene Perner, MRDD's new president has assigned the individuals to serve on 12 different working committees within the Division. Any members who would like to serve on a committee should contact Perner at 506/444-4732.

Best wishes for a good summer.

TED

The Teacher Education Division

Submit your nomination for the TED/Merrill Excellence in Teacher Education Award. Nominees must be involved currently in the preparation of education personnel in special education. Selection criteria include commitment to teacher education in special education, preparation of future leaders and/or quality educators, research supporting the preparation of teachers and/or delivery of services to children with exceptionalities, legislative leadership, and scholarly works. Deadline for nominations is October 20, 1995. For information, contact James McLeskey, 812/336-8606.

Funding Cuts, *from page 5*

- **Javits Gifted Education Program**—Though the Javits gifted program experienced a small reprieve—it was not eliminated in the House subcommittee bill—it did suffer a $6.5 million cut. Continued support for gifted education is needed.

A Call for Help

At the time this issue went to press, the full House Appropriations Committee was scheduled to act on the bill on July 20. The Senate Appropriations Committee had not yet begun their process.

It is clear that CEC and each of its members will need to take action to restore funding to education and to monitor education funding throughout the FY 1996 budget process—and in years to come.

It is critical that we make certain our elected officials at all levels understand how important education is to the economic future of our families and our nation. It is equally as important that Congressional members understand how essential IDEA's support programs and the Javits program are for ensuring quality education for children and youth with exceptionalities.

We will need to work together to identify and share those success stories that exemplify the contribution these programs have made in the services provided every day for children and youth with exceptionalities.

To learn who you should contact in the Senate or House or other information about how to influence Congress to support education, call the CEC Facts by FAX line at 703/264-9420 and select fact sheet #729. You may also call CEC's Department of Public Policy, 703/264-9498. ■

……

Research, *from page 1*

educational research easier for teachers to use. And, attendees presented their findings on a wide variety of topics, including technology, assessment, school policy, specific disabilities, and multicultural and linguistic differences.

Today's special education system was challenged in the general sessions. Paul T. Hill, keynoter for the first general session, spoke on "Systemic Reform and Restructuring: Complementary or in Conflict," and the second general session featured a debate on whether the special education system needs major systemic change to be effective.

"CEC is proud to be a part of this conference and the continuing advancement of special education research and its impact on the field," said Nancy Safer, CEC's Interim Executive Director. "Special education research has resulted in many valuable practices teachers use in their classrooms every day and promises to continue to provide us with improved educational strategies in the future. Just a few examples include cooperative learning, curriculum-based instruction, self-monitoring methods, and assistive technology devices."

Bringing Research to the Classroom

Many sessions at the conference concentrated on increasing the value of research to teachers. To do this, researchers recommended making research more responsive to questions teachers have and including enough information about the conditions of a study so that teachers can judge its effectiveness in her or his situation. Researchers also want to clear up seeming contradictions in research so that teachers can trust the information they receive.

In addition, researchers said special education research must be made easily accessible to educators. Therefore, research findings should be published in trade journals often used by practitioners as well as the popular press, if possible. Attendees further suggested developing a mechanism that synthesizes the information on particular topics so that educators could read a summary of information rather than many separate studies.

And, attendees would like to see teachers and school administrators receive more support when they implement new procedures or findings. ■

Special Educators Worldwide Work for Common Goal

At the The International Inclusion and Systemic Reform Conference, held in Bethesda, MD, on May 17-19, 1995, educators from around the world found they were working for one major goal—making students with disabilities integrated members of their schools and communities. The conference was sponsored by the Organization for Economic Cooperation and Development and the Office of Special Education and Rehabilitative Services.

As educators from 17 countries discussed the issues concerning inclusion and traded good ideas and practices, they agreed that inclusion needed to be linked with the systemic educational reform happening in each of their countries, according to Anne Smith, co-coordinator of the conference and an education research analyst at the Office of Special Education Programs.

Other educational trends, including site-based management and collaborative problem-solving, were also addressed by the international gathering.

Several CEC members made presentations at the conference, and CEC's Executive Director, Nancy Safer, attended.

Canada's New Brunswick province was singled out as having made significant progress toward inclusion, as were Iceland, Norway, and Italy. Spain, which has inclusive programs that are not as "categorical," has also significantly integrated its students with disabilities into general educational settings. The U.S. was not cited, but it was noted that America's schools are working to blend general and special education programs.

Some countries expressed concern with the litigation that the U.S. has undergone in its special education due process proceedings and discussed its relationship with inclusion. International educators applauded IDEA reauthorization's emphasis on mediation.

"The conference highlighted the fact that inclusion means many different things to different people, and we are at different places along the pathway to inclusion" said Martha Thurlow, conference presenter and CEC's *EC* editor. "It's exciting to see countries across the world talking about this concept and vision, as well as taking advantage of the opportunity to learn from each other." ■

Fourth International Special Education Congress Receives Rave Reviews

BY BOB HENDERSON

The Fourth International Special Education Congress (ISEC '95), held in Birmingham, England, April 10-14, 1995, was a success by any standard. Attendance was high—690 delegates from 63 countries participated—and more than 180 papers and 70 poster sessions gave the delegates a wide variety of information on current research and issues concerning the education of students with special needs.

The theme of the Congress, *Education for All*, laid the groundwork for a wide ranging debate on practice, policy, and provision. The sessions revealed that special educators worldwide are working to provide an inclusive education for all students.

CEC's Division of International Special Education and Services (DISES) assisted ISEC '95 by serving as the Canadian and USA liaison to the Congress. DISES also publicized the Congress by providing information in the DISES newsletter, posting notices on the International Special-Net bulletin board, and placing information in *CEC Today* and other CEC publications.

In addition, several DISES members made presentations.

However, the Congress was far from "all work and no play." Exciting social events graced each evening. Entertainment included a civic welcome at the city hall by the Lord Mayor of Birmingham, a spirit-rousing Ceilidh (the British version of our barn dance), and a musical and dramatic presentation by some 286 children from mainstream and special schools. The final evening event was the Gala Dinner.

The evaluation instrument revealed that 85% of the delegates had their expectations for participating met, and 82% believed their experience at ISEC '95 would positively influence their professional development! This highly successful Congress will provide a model for the CEC-sponsored ISEC in the year 2000. ■

CEC's President Keynote Speaker at Taiwan Conference

CEC's President, Nancy Safer, presented the keynote address at the fisrt National Conference on Education for Students with Disabilities in Taiwan, which was sponsored by the Ministry of Education.

Her address provided an overview of service trends in educating students with disabilites in the U.S., with a particular focus on early childhood programs, family involvement, school-to-work transition, provision of services in natural environments, and the uses of technology in service delivery.

Allen Huang, president of CEC's Division on Mental Retardation and Developmental Disabilities, also participated in the conference.

Issues of primary interest at the conference included a mandate for early childhood services and strengthening due process procedures.

International Congress Meets in Mexico, Stresses Integration of Individuals

The 1st International Congress on Disabilities, held in Mexico City, Mexico, June 1-4, 1995, highlighted the rights of individuals with disabilities. Speakers from around the globe gathered to share their knowledge with educators from Mexico on the legislation, educational programs, job training, and accessibility requirements needed to integrate persons with special needs into society.

Though participants conducted the usual sharing of ideas, this Congress took things a step further. It initiated a resource sharing action plan in which attendees pledged to continue to communicate with and exchange materials with their new colleagues. And, rather than centering primarily on education, colleagues included individuals from business, early childhood, and the arts.

As the major association representing educators and service providers of students with exceptionalities, CEC was invited to participate in the conference. Grace Zamora Durán, CEC's Director of Membership, presented information about the association and outlined ways to implement CEC units in other nations.

"We wanted Grace to see how CEC can start working in Mexico and help them establish more of an umbrella organization," said Todd Fletcher, cosponsor of the conference and member of CEC Chapter #195. "People in Mexico are hungry for information, but there's not a lot provided for them."

In addition, many CEC members led workshops and sessions on vital topics throughout the conference.

Nearly 2500 attendees—approximately 90% of whom were from Mexico—attended. Participants included educators, parents, politicians, and business representatives. At its conclusion, Ernesto Cedillos, President of Mexico, pledged his support for a national plan to recognize the worth and productivity of individuals with disabilities and promote their rights. ■

CEC Should Expand Its International Role, Says Visitor from Cyprus

Recently Gregory Hoplaros, coordinator of Special Needs Programs and Services in the Ministry of Education and Culture at Cyprus, visited CEC Headquarters for several weeks to learn more about special education programs and policies in the United States.

Hoplaros gave CEC insights into special education in his country, stating that Cyprus is working to develop its special education legislation, services, and resources. At this point, perhaps because of its small size, the country does not have excessive difficulties with discipline or litigation.

After learning about CEC, Hoplaros expressed the hope that CEC would expand its involvement in the international community. Our policies could guide other nations as they develop special education legislation, and our resources are needed in other parts of the world, he stated.

Hoplaros commended CEC on its numerous and diverse resources. Many countries do not have these types of materials, especially books to guide professionals in their work, he said. And, he believes some CEC materials, such as CEC's *Life Centered Career Education (LCCE)*, could be translated to use with students in different countries.

Hoplaros further recommends that CEC hold seminars and conferences in other countries so that teachers from various nations can share their experience and knowledge. ■

How Various Countries Serve Children with Special Education Needs

	Percent of pupils in special ed	Outside education system	In special school/class	In special class	Total outside mainstream
Australia	5.22%	0.0%	0.63%	0.92%	1.55%
Austria	2.55	0.1	2.55	0.1	2.55
Belguim	3.08	0.1	3.08	—[1]	3.08
Canada (New Brunswick only)	10.79[2]	0.0	—[1]	—[1]	—[1]
Denmark	13.03	0.0	0.65	0.98	1.63
England/Wales	1.85	0.0	1.3	-[1]	1.3
Finland	17.08	0.14	1.85	0.83	2.82
France	3.54	1.38[3]	1.26	0.64	3.28
Germany[4]	7.0	0.0	3.69	—[1]	3.69
Greece	0.86	0.18	0.20	0.48[5]	0.38
Iceland	15.71	0.0	0.58	0.71[5]	1.29
Ireland	1.45	0.22	1.04	0.41	1.67
Italy	1.27	—[1]	—[1]	—[1]	—[1]
Japan	0.89	0.0	0.37	0.52	0.89
Netherlands	3.63	0.1	3.63	0.0	3.63
Norway[6]	6.0	0.1	0.6[7]	—[1]	0.7
Spain	2.03	—[1]	0.80	0.23	1.03
Sweden	1.60	0.0		1.03	1.03
Switzerland	4.90	0.0	4.90[7]	—[1]	4.90
Turkey	0.74	—[1]	0.28	0.33	0.61
United States	7.0	0.0	—[1]	—[1]	2.90[8]

1 Unavailable
2 Includes gifted students
3 Children in Ministry of Social Security establishments. A proportion attend ordinary schools.
4 Former Federal Republic of Germany only (1989). The 7% figure is an estimate
5 Part-time only. Otherwise, in regular class
6 Many more have individual help for minor disabilities
7 Includes special schools and classes.
8 Based on the number of children who receive a good to fair proportion of their education outside the mainstream

Source: Organization for Economic Cooperation and Development, "Integrating Students with Special Needs into Mainstream Schools," May 1995.

Each One, Reach One—Just the Beginning

BY JOANN BRITTINGHAM

While CEC's Each One, Reach One Campaign gave our chapter the impetus to add to our membership and strengthen our chapter, we at the Dogwood Chapter in Atlanta, GA, added some spice—and the rewards have been well worth it! Being in first place is nice, but the excitement and enthusiasm that has infused our members is even better.

To make the Each One, Reach One campaign really take off, chapters and units must develop a unified plan that combines strategic marketing, incentives, a personal interest in its members, and rewarding projects that members can feel proud of.

Make It Worth Their While

One of the best ways to bring in new members is for chapters and federations to set up their own incentives according to their budgets and their goals. As the leader of your unit, you know the types of rewards your members will respond to. One strategy that has been particularly successful for the Dogwood Chapter is to offer a year's free membership to those who bring in five new members.

The Nuts and Bolts of Bringing in New Chapter Members

The Personal Touch

One technique that has convinced educators and service providers to join CEC involves developing a positive and personal relationship with potential members. Our step-by-step program includes:

- Obtain a copy of the roster from your federation (or Headquarters) and identify members within your area that belong to the at-large chapter.
- Contact persons in your area via a letter and invite them to join your chapter.
- Describe your chapter activities.
- Include a form for persons to complete that provides information to move them to the local chapter.
- If forms are not returned, call the potential member.
- Once everyone who is interested is signed up, call CEC Headquarters and change their chapter numbers.

Tried and True Marketing Techniques

Some of the simplest marketing techniques are the ones that bring in the best results. For example, every membership form includes our chapter number. This little addition ensures that our new members are accounted for and provides us with an accurate new member roster at the end of each month.

Another marketing strategy that yields high rewards is to send out mailings regularly. We at Dogwood send a membership mailing to all special education teachers in the district who are not members twice a year. We also send these mailings to potential associate members. Sending out numerous invitations to join is vital because it increases a positive response by 70%.

We're All One Big Family

Getting a member to sign up is one thing. Keeping a new member is another. To ensure our new members feel they are welcome and that they get to know others in the chapter, we send each new member a letter of welcome. We also host a new teacher luncheon where old and new members trade personal and professional histories and share experiences. This is also a good way to find out what new members are most interested in and introduce them to committee chairs and other people they might like to work with in the future.

Finally, we make sure we let all our members know we appreciate them. At each meeting, we honor a teacher from a different disability category—and they get a prize! This is a fun and easy way to make our members feel special and know their hard work is noticed.

Make Your Events Count

Part of having a successful chapter and one that special educators want to join is holding worthwhile events. To meet that goal, the Dogwood Chapter concentrates our efforts on activities for students. Our fundraisers focus on projects that recognize children, such as Exceptional Children's Week or raising money for awards, medallions or gift certificates for students.

During Exceptional Children's Week, we honored 275 children, students who were nominated by teachers for having made special progress. Activities like these let our members know we put our efforts where it counts.

By having a strong chapter that engages in worthy activities, making new—and old—members feel welcome, and putting some muscle behind your marketing efforts, every CEC chapter or federation can add to its enrollment and success. ■

Joann Brittingham is membership co-chair of the Dogwood Chapter, which has been in first place in the Each One, Reach One Membership Campaign for the past 4 months. The Dogwood Chapter challenges you to beat its winning record!

Each One, Reach One's Top Units, Individuals

Each One, Reach One's Leaders :

Dogwood Chapter #685 in GA
Orange County Chapter #188 in CA
University of South Florida Chapter #399 in FL
B. Gale Chance, Individual, AL
Ball State University Chapter #320 in IN
Bay County Chapter #243 in FL

Take advantage of CEC's Each One, Reach One campaign to win free CEC publications, convention tuition, and more. For information, call 800/845-6232 or e-mail graced@cec.sped.org

You Can Have a Winning CEC Unit

Each year CEC honors its outstanding units with the CEC Unit Achievement Awards—awards for Excellence, Leadership Training, Public Relations, and Programming.

As these awards represent the culmination of a year's activities and events, the time to start making your unit a winner is now! **Each unit's annual report and qualifying materials must be postmarked by September 1, 1995.** Following are the criteria for each award:

Excellence

The Award for Excellence focuses on unit growth and creative and innovative programs that advance special education in multiple areas.

Activities must cover: services to children, public awareness of exceptional children, advocacy, professional growth, interchange among disciplines, or interagency coordination. In addition, units must submit agendas and minutes for executive committee meetings, reprints of media coverage, and copies of unit newsletters or journals, as well as participation in governance activities.

Leadership Training

The Leadership Training Award recognizes units that provide outstanding leadership training to its members. A comprehensive action plan for upcoming activities and a list of past activities are required.

Leadership training workshops must cover: assessing the needs of unit members, unit goals, officer responsibilities, and new officer transition. Workshops must also address issues relating to CEC's goals—membership development, financial growth, management, advocacy, publicity, and participation in Council governance.

Public Relations

The Public Relations Award honors units that can demonstrate effective public relations activities, including media coverage, speaking engagements, and public awareness functions.

Activities must include at least three of the following: public service announcements, presentations to nonCEC audiences, public awareness programs, or broadcast appearances. Plus, units should submit copies of their media files and photos of chapter activities.

Programming

The Programming Award honors units that provide effective and innovative programs that help members advance professionally, as well as presentations that inform the community of special education issues and progress.

Units must have conducted a needs assessment for planning the past year's program schedule and submit an action plan for at least four programs on: services for exceptional persons, public awareness, advocacy, minority concerns, professional growth, interchange among disciplines, and interagency collaboration. And, units should include two completed program evaluation forms with their materials.

For more information, call Grace Zamora Durán at 800/845-6232. ■

CEC honor roll

Ann C. Candler-Lotven, associate Dean for Administration at Texas Tech University and member of CEC's Texas Federation, has been named Professor and Dean of the Oklahoma State University College of Education.

Bea Leiben, founder of the Community School of Bergen County, New Jersey, and a member of CEC's New Jersey Federation, was presented the Albert Einstein Education Award by Governor Christine Whitman. Leiben was selected for her "extensive influence on education and improving the educational environment."

Pam Gillet, CEC's 1994-1995 President and former Supervisor of the Northwest Suburban Special Education Organization, had an elementary school renamed in her honor as a tribute to her exemplary service to her district.

Willia L. Nwa, English and special education teacher and member of CEC Chapter #464, was named the 1995 Outstanding Educator by Pi Lambda Theta, Beta Lamda Chapter. Nwa was selected for her continued dedication and significant contributions to the advancement of education.

CLIP AND SAVE

EXTRA credit

Wide-Area Education Network—DirectNet gives educators and students access to GTE educational databases and 24-hour access to the Internet. Cost is $19.95 a month. For evening and weekend access only, cost is $14.95 a month. Call 800/578-3362.

School-to-Work Network—The School-to-Work Outreach Project provides a listserve on which individuals can participate in discussions concerning school-to-work. Call 612/626-8155.

Software for College Searches—Enrollment Technologies, Inc. offers students, teachers, and schools IntroApp, a service that allows high-school students to match their interests and background with colleges and universities. ETI has made the software available to students for free, with a $5 shipping and handling fee. To order, call 800/394-0404.

New Resources for Gifted Education—The National Research Center on the Gifted and Talented recently released new publications on gifted education. Costs range from $2 - $10. Call 203/486-4676.

Federal Grant Workshop Transcript—The Education Department is distributing a transcript of the applicant workshop it held in March. Questions asked at the workshop as well as resources and helpful hints are available. Call: Interagency Technology Office, 202/708-6001.

The Missing Link in Special Education Research—the Practitioner

BY ELLEN P. SCHILLER

When Galileo conducted observations with his telescope in the 17th century, he discovered things no one had ever seen before. When he tried to tell the world the results of his research, some adopted the idea that the earth moves around the sun. Others shouted "lies" and condemned him as a heretic.

Many historians see the imprisonment of Galileo as the moment when science and faith began to move on parallel tracks that rarely intersected in the following centuries. The sad thing about this division is that both science and faith are concerned with the same things—finding the truth and improving the welfare of humanity.

This allegory reflects the current position of education's researchers and practitioners.

Two Different Worlds

Today, the disconnection between educators and researchers is somewhat like the gulf between Galileo and the church. Educators and researchers live in different worlds caused by an unintentional failure to communicate. Teachers need immediate practical answers. They do not have months to spend on a single problem nor can they rummage through back issues of a research journal. They must make instant judgments focusing on immediate results. For teachers, the best research is useless unless it is organized and presented in a way that enables them to find relevant, credible information when they need it.

No other field goes to all the trouble to develop new ideas and then allows them to lie dormant in journals or clearinghouses on the off-chance that someone will ask the right question. In medicine, the American Lung Foundation and the American Heart Association actively promote their findings to health care workers and the public with ads on television and in magazines. Similarly, other organizations target their audience by focusing appealing messages that are solidly grounded in research.

The point is, even the most effective research is worthless if it is never used to help someone learn. Researchers and educators have a common goal—improving the educational results for children with disabilities. But, they cannot succeed without helping each other.

Working Hand in Hand

Making research meaningful to educators requires sustained interactions where researchers and practitioners communicate with one another. In contrast to one-way dissemination, researchers and educators need to begin a dialogue and create ways to sustain the interaction between them. When educators help develop information as important members of the research community, they are more likely to value and use it.

Teachers' contributions to developing knowledge can be seen along a continuum. Teachers can apply others' research. Teachers can translate and modify research in their classrooms. Teachers can collaboratively create knowledge with researchers.

In this scenario, educators and researchers construct and reconstruct the professional knowledge base. This creation of knowledge has proven to be the most successful at changing classroom practice and the most gratifying for the teachers and researchers involved.

Moving beyond one-way dissemination to sustained interaction is vital to any attempt to improve education. To accomplish much needed improvements in learning and teaching, educators and researchers must give up preconceptions about the limitations of each other's roles and make an earnest attempt to consider educational improvement from each other's vantage-point. Both need to communicate and contribute to the other's success. The key is for both groups to understand that they share a common goal.

Making Research Work for Practitioners

An example of productive interaction between educators and researchers is the American Federation of Teachers (AFT) Educational Research and Dissemination Program. With support from the Division of Innovation and Development, Office of Special Education Programs, several AFT teachers met with researchers and observed research-based practices at the University of Kansas, Vanderbilt University, and the University of Oregon. Researchers and teachers shared information on validated practices for learning and teaching challenging content to children with disabilities.

The teachers observed these techniques in classrooms and modified them based on their classroom experiences. Finally, they produced an AFT training guide on the resulting special education practices. Through sustained interactions, teachers and researchers began to share a common language about teaching and learning.

According to legend, when the church forced Galileo to say that his theory of the earth's movement was incorrect, he whispered, "and yet, it moves." Education revitalization cannot afford to communicate in whispers or in fits and starts as reforms go unvalidated by research. And research cannot afford for its findings to be separate from classroom practice. ■

Speaking Out reflects the opinions of individuals. Your comments are welcome!

Ellen P. Schiller is Chief for the Directed Research Branch of the Division of Innovation and Development, Office of Special Education Programs, U.S. Department of Education and a member of CEC Chapter #086.

Gifted and LD?

New Sourcebook Gives Strategies to Help Children Who Are Both Gifted and Learning Disabled

Crossover Children: A Sourcebook for Helping Children Who Are Gifted and Learning Disabled, Second Edition, by Marlene Bireley is CEC's newest practitioner resource. In response to numerous requests for information about children and youth who are both gifted and learning disabled and/or who have Attention Deficit Disorder (ADD), CEC is delighted to provide this new resource for teachers and parents.

The author chose the term "crossover children" because these students' characteristics and needs truly cross over between those we call gifted and those we call learning disabled. To try to fit them into either mold will to some extent fail them.

For the most part, this is a "how-to" book concerned with instructional content and practice. Consistent with CEC's common core of knowledge and skills, the book looks at different learning styles and provides suggestions on how to adapt teaching to these styles, including how to select, adapt, and use instructional strategies and materials according to characteristics of the crossover learner. It shows how to teach students to use thinking, problem-solving, and other cognitive strategies to meet their individual needs. And it helps the reader better understand the characteristics of these special learners and the effects their exceptionality may have on their lives.

Plus, the book gives specific strategies to help students control impulsivity, increase attention, enhance memory, improve social skills, and develop a positive self-concept. It also provides recommendations for academic interventions and enrichment activities.

Bireley has spent over 35 years in education as an elementary teacher, special education teacher, school psychologist, and university professor. In 1969 she joined the faculty of Wright State University as Coordinator of Special Education. She retired, Professor Emeritus, from Wright State in 1988.

Here's what reviews have said:

> *A most useful section on academic intervention. Excellent resource list.—Susan Baum, PhD., Associate Professor, College of New Rochelle, New Rochelle, NY.*

> *This will certainly make a contribution to the field. The information is well presented and should be extremely helpful. I especially like the section for parents and the ideas for educators.—Mary Ruth Coleman, PhD., Co-Director, Statewide Technical Institute for Child and Family Policy.*

Available September 1995. #P5121 88pp. ISBN 0-86586-264-8

Regular Price $28; CEC Member Price $19.60 plus shipping.

Call 1-800-232-7323 to order. ■

School-to-Work Transition

Life Centered Career Education

Regional Training

A complete program to help you give your students the skills they need to make the transition from student to adult, from school to work and postsecondary education

Where:

Kansas City, MO
October 19-20, 1995

Kansas City Marriott

Tuition:
Members.........$199
Nonmembers...$249

A Special Institute for Gifted Education!

CEC presents: Curriculum for Nurturing Giftedness in Young Children (K-3)

Learn the latest strategies for gifted education from nationally known educators, authors, and other dedicated professionals like yourself. Join us at:

Washington, DC area
September 29-30, 1995
Bethesda Holiday Inn

Seattle, WA
October 13-14, 1995
Best Western Airport Executel

Tuition:
$149 - U.S.
$195 - Canada

Call today! 800/224-6830

TAKE IT FOR *granted*

Careers in High Tech for Students with Disabilities—The Mitsubishi Electric America Foundation supports education and career training for students with disabilities and funds programs that encourage youths with disabilities to consider careers in high tech. Deadline: None. Eligibility: School districts and other nonprofit groups. Contact: Merry Richter, 202/857-0031.

Elementary and Secondary School Projects—The Travelers Foundation funds elementary and secondary school projects that improve children's readiness to enter and succeed in school, ease their transition from school to work, and enhance their schooling. Deadline: None. Eligibility: Elementary and secondary schools, school districts and other nonprofit groups. Contact: Patricia Byrne, 212/816-8884.

Technology Challenge Grant: The Education Department is planning a second competition of its Technology Challenge Grants later this year. Deadline: Winter 1996. Contact: Interagency Technology Office, 202/708-6001.

CALENDAR OF CEC *events*

june

June 15-17, 1995
Georgia Federation Summer Conference, Epworth by the Sea, St. Simons, GA. Call William Whittaker, 404/696-9435.

June 15-17, 1995
Texas Federation Conference, "Collaboration Celebration '95," Worthington Hotel, Fort Worth, TX. Call Cindy Thigpen, 512/335-1660.

july

July 9-11, 1995
DLD Institute, "Responsible Inclusion: A DLD Teacher Institute for Special/ General Partner Pairs," Raddison Hotel, Asheville, NC. Contact for information/ registration: CEC Headquarters, 800/224-6830.

July 20-21, 1995
CEC Summer Institute, Park Hyatt Hotel, Washington, DC. For information/ registration call CEC Headquarters, 800/224-6830.

July 21-22, 1995
CCBD Institute: School Prevention and Intervention Programs for Students with Aggressive and Violent Behaviors, San Diego, CA. Call Lyndal Bullock, 817/565-3583.

July 27-28, 1995
LCCE Regional Training: Life Centered Career Education, Hyatt Regency, Washington, DC. For information, call CEC, 800/224-6830.

July 28-29, 1995
CCBD Institute: School Prevention and Intervention Programs for Students with Aggressive and Violent Behaviors, Bethesda, MD. Call Lyndal Bullock, 817/565-3583.

october

October 5-7, 1995
CCBD Conference: "Positive Programming for Children and Youth with Behavioral Disorders," Harvey Hotel, Dallas (Irving), TX. Call Lyndal Bullock, 817/565-3583.

October 12-14, 1995
Saskatchewan CEC Conference, "Partnerships Under Construction," Delta Bessborough in Saskatoon, SK. Call Jean Lendzyk, 306/554-2262.

October 19-20, 1995
LCCE Regional Training: Life Centered Career Education, Hyatt Regency, Kansas City, MO. For registration information, call CEC, 800/244-6830.

October 19-21, 1995
DCDT Eighth International Conference, "Spectrum of Career Development: Focus on the Individual," Raleigh, NC. Call 904/392-0701.

november

November 1-5, 1995
1995 Annual International DEC Conference, "Broadening Realities: Valuing Diversity," Buena Vista Palace, Buena Vista, FL. Call DEC 1995 Conference, 410/269-6801.

November 3-4, 1995
New York Federation Convention, "Special Education and General Education: Working Together Toward the 21st Century," Raddisson Hotel, Niagara Falls, NY. Call Debbie Chicorelli, 716/688-9082.

November 8-11, 1995
CEDS Third International Conference: "Jazzin' Up Assessment III," Monteleone Hotel, New Orleans, LA. Call Gayle Szubinski, 404/438-0664.

November 8-11, 1995
TED Annual Conference, "Celebrating Diversity: Preparing Personnel for the 21st Century," Hyatt Regency, Waikiki, Honolulu, HI. Call Mary Anne Prater, 808/956-7956.

November 9-10, 1995
West Virginia Federation Conference, Holiday Inn, Parkersburg, WV. Call Cynthia Alkire, 304/684-2421.

November 16-18, 1995
CASE International Conference on Public Policy in Special Education, Red Lion's La Posada Inn, Scottsdale, AR. Call 505/243-7622.

THE COUNCIL FOR EXCEPTIONAL CHILDREN
1920 Association Drive
Reston, VA 22091-1589

NONPROFIT
ORGANIZATION
U.S. POSTAGE
PAID
RICHMOND, VA
PERMIT NO. 930

Get ready for Orlando! CEC's Annual Convention, April 1-5, 1996.

CEC today

EXCLUSIVELY FOR MEMBERS OF THE COUNCIL FOR EXCEPTIONAL CHILDREN

VOL. 2 NO. 3
SEPTEMBER 1995

CEC Adopts Standards for New, Entry-Level Special Educators

CEC has adopted international certification standards for new, entry-level special educators and will be launching a major campaign for their adoption by states and provinces throughout North America. The certification standards, which define what beginning special educators must know to teach, includes CEC's Common Core of Knowledge and Skills, as well as specific knowledge and skills content for different areas of specialization.

This milestone marks the first time in the history of the profession that international certification standards have been created specifically for special education and represents an important step toward developing consistent educational quality in the field. In addition, they will assist colleges and universities in improving their special education professional preparation programs. And, as they are adopted by states and provinces, they will allow special educators to relocate and retain their teaching certification.

"These standards will give special education teachers the means to demonstrate common competencies and practice wherever they choose to live and work," said CEC President, Diane Johnson.

"While we respect the important role that states and provinces play in certifying or licensing professionals to practice in their jurisdictions, the tremendous inconsistency of requirements to practice as a special education teacher contributes significantly to ongoing shortages of qualified professionals," added Nancy Safer, CEC's Interim Executive Director.

The Requirements

To be qualified to practice as a new special educator under CEC's standards, an individual must:

- Have completed at least a bachelor's degree.
- Have mastery of the competencies set forth in CEC's Common Core of Knowledge and Skills essential for all beginning special education teachers *and* mastery of the competencies set forth in at least one area of the CEC specialization knowledge and skills essential for beginning special education teachers. The specialty areas include: deaf and hard of hearing, early childhood, emotional/behavioral disorders, gifted and talented, learning

Continues on page 9

Special Education Teaching Certification

Emily Educator

has met the standards required by the State or Province of Anywhere, North America, for special education with specialization in learning disabilities. These standards meet the international certification standards of The Council for Exceptional Children.

September 1996

House Issues Draft for IDEA Reforms

On July 27, 1995, the House Committee on Economic and Educational Opportunities released a draft for reform of Parts A (administration), B (grants for states), and H (infants and toddlers) of the Individuals with Disabilities Education Act (IDEA). The reforms include recommendations for eligibility requirements, discipline procedures for students with disabilities, personnel standards exemptions, and factors for consideration in a child's Individualized Education Program (IEP) and placement. The draft also provides suggestions for dispute resolution and mediation, attorney fees, and regulations. Proposed changes to the IDEA discretionary programs will be released at a later date.

Though CEC supports many of the reforms, it opposes the draft's proposal to change the current child count funding formula to a census-based formula, instituting additional IEP content requirements, exempting states or districts from personnel standards, and failure to provide a free and appropriate education to a child who has been

Continues on page 5

inside

Professional Liability Insurance 2
Teaching Students to Control Their Aggressive Behavior 11
Teachers' Rights—Fact or Fiction? ...14

CEC Awards and Nominations

Deadline for CEC Award Nominations

Each year at its annual convention, CEC honors members who have made significant contributions to the field. Categories include:

- The Clarissa Hug Teacher of the Year Award.
- The CEC Outstanding Contributor Award.
- The J.E. Wallace Wallin Education of Handicapped Children Award.
- The CEC Research Award.
- The Business, Agency, and Community Award.

CEC strives to ensure award nominations represent a wide variety of individuals and their work. You can help us meet that goal by submitting the names of special educators you know who exemplify the best of special education.

Nomination forms are in the September 1995 issue of *EC*, pages 87-91 and must be postmarked by November 17, 1995.

New Seat for CEC's Executive Committee!

At CEC's annual convention in April 1995, the Delegate Assembly voted to designate one of the seven governor at-large positions for a member from the ranks of the classroom. The position will open on July 1, 1996.

Federations and divisions are encouraged to identify appropriate, qualified candidates for this position. Nomination forms are in the September issue of *EC*, page 86, and must be postmarked by November 15, 1995.

Student CEC Video

The Student CEC Video, *Student CEC Wants You*, has been sent to Student CEC Chapter Advisors and Student CEC Association Presidents.

This video is an excellent recruitment tool and should be used whenever possible.

If your chapter didn't receive one, call CEC Headquarters today at 800/845-6232.

Professional Liability Insurance—A Must for Teachers

Many teachers work with a false sense of security. They think they will never be sued, or if they are, their school's insurance will cover them.

Neither assumption is true. Though the number of lawsuits filed against teachers is still relatively low, educational legal personnel are seeing more litigation against teachers, and they say the rise in cases shows a significant percentage increase.

To protect themselves, educators need to take precautions while on duty to ensure they have done everything possible to prevent potentially litigious situations from arising. This involves practicing "safe teaching," keeping accurate records, and making sure one has adequate professional liability insurance.

Lawsuits Against Teachers

The vast majority of lawsuits against teachers result from accidents in which a child is injured. And, more suits are being filed against teachers for improperly touching a child.

Special educators are particularly susceptible to violations of the Buckley Amendment, in which parents sue because a teacher placed a written record that parents deem incriminating in a student's permanent file, according to educational litigators. Another area in which special educators are vulnerable are educational malpractice suits, in which a parent or student claims the student has been improperly taught. Educational malpractice suits are on the rise, even though few laws are written and no case has been won against a school or teacher, legal counsel added.

And, even in cases where the teacher wins, he or she is responsible for paying expensive legal fees.

Safe Teaching

Often, suits are filed years after the incident occurred, and teachers are hard pressed to remember details or find witnesses. However, teachers can take steps to protect themselves in case a lawsuit is filed against them. Some recommendations include:

- **Accidents**—If a class is going to use any kind of equipment or engage in an activity that might involve some type of danger—including extracurricular activities and recess—teachers should warn their students about the danger, identify what it is, and explain how to stop it. It is important not to rely on "common sense." Give instructions for or explain the dangers of everyday activities, such as not walking in front of a swing.

In addition, teachers should write "class/school safety" in their planning book and gradebook. That way, the teacher knows when he or she talked about safety, as well as who was present on that day. Educators might also send the rules and regulations home and ask parents to discuss, sign and return them, and then record in their gradebook that the safety rules were returned.

And, teachers should make sure their students are never left unsupervised. If you must leave the room, always ask another teacher or adult to look in on your class.

- **Inappropriate Touching**—In the current environment, teachers should do their utmost to preclude a one-on-one situation with a child. If you can't prevent this, keep your activities in an open space so people can see you.

If you plan to keep a student after school, try to have another adult present. It's also a good idea to have a second adult in attendance if you need to bathe or change a child.

- **Educational Malpractice**—Teachers and parents should keep in mind that Individualized Education Programs are goals, not contracts. Try to make sure the goals are realistic.
- **Records**—Complete and accurate records are indispensable if a teacher happens to be sued. This data should be kept until your students reach 19

Continues on page 3

years of age, for they can file a lawsuit until they reach their majority.

Legal counsel recommends keeping records of all correspondence that goes to the administration or parents—even routine letters such as disciplinary notes—as well as documents and records of instruction, student behavior, and anecdotal incidents for students who might cause a problem.

In addition, any time an incident occurs that might become controversial, teachers should keep a record of when it happened, what happened, and who was there. You should also notify your administration of the incident and your association or insurance company immediately. Learn the facts, the rules, and your rights early.

How Much Is Enough?

Most legal counsel recommend that teachers obtain supplemental professional liability insurance. A good professional liability policy is an occurrence policy, meaning that you are insured at the time an incident that may cause a problem occurs. If you leave the school—or even the profession—and are sued years later, the policy will still protect you.

Legal experts also suggest the policy should provide $1 million per individual per occurrence. Though a few punitive damages awards have exceeded that amount, most currently fall under the $1 million cap.

And, though most professional liability insurance offers liability only for civil cases—those of an individual against an educator or system—a good policy will cover legal fees in case of a criminal suit. Criminal suits could involve charges of sexual abuse, assault, or corporal punishment.

But I'm Insured Through My School

Though your school or district's policy covers you in many situations, it may not be as extensive as you need. Teachers should find out exactly what coverage their school system gives them, which is accessible through the Freedom of Information Act.

Some areas in which school insurance may not cover teachers include:

- Though most school policies buy occurrence policies, some purchase claims-made policies. In that case, a teacher may not be protected if she or he is sued years after the incident occurred.
- Schools can refuse to cover a teacher if the school claims the teacher was negligent or did something against the directive of the school system. For example, a school coach, who was ineligible to coach his team because of illness, attended the event. When he saw his team members warming up with no substitute in sight, the teacher went to help. A student was hurt, and the teacher was sued. Because the teacher was not supposed to be on duty, the school refused to cover him.
- The insurance company used by the school system goes bankrupt, leaving the teachers without any professional liability insurance.

You Can Get Professional Liability Insurance Through CEC

CEC's Educators Professional Liability Plan offers coverage at $250,000, $500,000, or $1 million. And it provides occurrence liability and picks up attorney fees if you are accused of a criminal offense. The plan insures you against:

- Injury to students under your supervision.
- Improper placement of students.
- Improper methods employed in instruction, counseling, research design, etc.
- Hiring unqualified persons.
- Failure to educate.
- Failure to promote students or grant credit.
- Violation of student civil rights.
- Negative consequences from implementing research recommendations.

In addition, after a $100 deductible, the plan pays 90% of your attorney's fees if you are accused of criminal charges provided you are found not guilty or the charges are dismissed. If you are sued for nonpecuniary relief, you're provided with up to $25,000 for defense costs.

For more information about CEC's professional liability insurance, call 800/821-7303, #225. ■

inside

SEPTEMBER 1995 VOL. 2 NO.3

CEC Today is published by
The Council for Exceptional Children, 1920
Association Drive, Reston, VA 22091-1589
Telephone 703/620-3660, TTY 703/264-9446
lyndav@cec.sped.org

CEC Today is not copyrighted. Members are encouraged to copy and disseminate information in this publication.

CEC President: Diane Johnson

Interim Executive Director: Nancy D. Safer

Editor: Lynda C. Voyles

Contributing Editors: Jacki Bootel, Department of Public Policy; Jean Boston, Publications and Professional Standards; Jane Burnette, Grants and Contracts; Brian Carroll, Professional Development; Grace Zamora Durán, Membership; Karen Vermaire Fox, Student CEC; Jeanne Glover, Membership; Shelia Mingo, Ethnic and Multicultural Concerns

CEC Adopts Standards for New, Entry-Leve
Special Educators *1*

House Issues Draft for IDEA Reforms *1*

Professional Liability Insurance *2*

Advocacy in Action *1*

Student CEC Spotlight *6*

Multicultural *7*

International *7*

Division Focus *8*

Professional Advancement *10*
CEC's Leadership Conference
Teaching Students to Control
Their Aggressive Behavior

Member to Member *12*

Speaking Out *11*
Teachers' Rights—Fact or Fiction?

Classified Ads *15*

Calendar of Events *16*

Advocacy in Action

Senate, Clinton Administration Address Violence in Schools

The Clinton Administration wants to enhance the ability of schools to maintain safe and disciplined classrooms. It proposes to do this by expanding the so-called Jeffords amendment to the stay-put provision in the Individuals with Disabilities Education Act (IDEA). The Jeffords amendment states schools should be allowed to remove students who bring weapons to school from the classroom. The stay-put provision bans schools from changing a special education student's placement without parental approval or due process procedures.

The Administration's proposal allows schools to move a student who brought to school a firearm or other dangerous weapon—including knives—to an alternative educational setting for up to 45 days. The Administration also recommends that hearing officers be permitted to authorize temporarily removing a student who is likely to injure himself or others to an alternative setting. These proposals are included in H.R. 1986, the Administration's bill to reauthorize IDEA, which Rep. Dale Kildee (D-MI) introduced. Senators Tom Harkin (D-IA) and Edward Kennedy (D-MA) introduced bill S. 1075 in the Senate on July 26.

The Senate is also considering amending IDEA's stay-put provision. During a July 11 hearing on disciplining students with exceptionalities, Senator Bill Frist (R-TN), chair of the Senate Subcommittee on Disability Policy, explained that "we can identify solutions (to the violence problem)...." But he added that any modification to IDEA would only apply to those students with disabilities who are a danger to themselves or others, NOT to students who verbally challenge assignments or regularly receive reprimands from their teachers.

Association Recommendations

The National School Boards Association (NSBA), the American Federation of Teachers (AFT), the National Association of State Directors of Special Education (NASDSE), and others presented a variety of perspectives during the Senate hearing. Charles Weatherly, representing NSBA, emphasized that the association is not asking to give school officials the unilateral authority to discipline students with disabilities. However, they are asking for more flexibility to remove dangerous students on a limited basis. The removal would be temporary, during which school officials and parents look for an alternative, more appropriate placement.

AFT's Marcia Rebak said that the student should be in the proposed placement on a trial basis for 90 days before her or his IEP team decides a final educational placement. That way, the team will know for sure if its proposed placement is the right one for that child.

In addition, AFT would like to modify the procedures established by *Honig v. Doe* (1988, 485 U.S. 305). In this U.S. Supreme Court case, the Court prohibited state or local authorities from unilaterally excluding children with disabilities from the classroom for dangerous or disruptive conduct related to their disabilities during pendency (the length of) review proceedings.

The Court held that expulsion or suspension of such a child for longer than 10 days constitutes a change in placement. Therefore, after the 10-day period, the stay-put provision applies, and the child must be returned to his or her current placement and remain in this placement during any due process proceedings. AFT proposes modifying the *Honig* procedures so that the school principal could act unilaterally to remove a child who exhibits dangerous or disruptive conduct from the classroom.

More teacher training on effective interventions for all students is greatly needed, stressed several panel members. With effective instruction and appropriate intervention and supports, teachers will be better able to work with violent students, explained Stevan Kukic, member of NASDE and CEC's Utah Federation. Senator Tom Harkin agreed. Before IDEA became law in 1975, over 1 million children were denied educational services, he said. The arbitrary use of discipline was used to exclude children with disabilities, Harkin explained, adding that the major reason that students drop out of school is because they are suspended or expelled.

CEC's Position

CEC has consistently worked to ensure all students have access to a safe learning environment and that students with disabilities receive the protections of due process. CEC supports the Administration's proposal that the Jeffords Amendment should be expanded to include weapons. CEC also believes that students who are a danger to themselves or others should be removed from the classroom.

However, CEC maintains that any student with a disability—even if expelled—has a right to a free and appropriate education in the least restrictive environment. In addition, CEC states that the term "disruptive behavior" should not be included in any type of alternative placement proposal.

Children and Youth Action Network (CAN) Coordinators Meet in Washington!

On July 23-25, 1995, the CAN (formerly PAN) Coordinators' Summer Workshop was a rousing success!! CEC's Department of Public Policy (DPP), as well as congressional and federal agency personnel brought coordinators from your federation/ division/ province who attended the workshop up-to-date on current legislation.

CEC presented a great deal of information on IDEA's reauthorization, not only from Congress' view, but also from the Administration's and CEC's perspectives. This legislation could move very quickly through both congressional houses, so it is imperative that CAN be as familiar as possible with the issues.

DPP also provided CAN with information on the federal FY 1996 budget, including how it could affect programs for students who are gifted, as well as an update on the Contract with America and the status of the reauthorization of vocational education programs.

Continues on page 5

The Coordinators sharpened their lobbying skills in a "role-playing" session involving real-life scenarios. And, the Coordinators "hit the Hill," to discuss various special education-related issues with their congressional members. ■

Appropriations Update—Act Now!

On August 4, 1995, the House of Representatives passed the FY 1996 appropriations bill for Labor, Health and Human Services, and Education. As a result, funding for research and professional development programs, early childhood education, special studies, regional resource centers, and technology applications was cut completely. Other programs received no additional funding. The bill will now go to the Senate.

At this time, it is imperative that all CEC members contact their senators and let them know how important IDEA programs are to children with exceptionalities and the special education field. The Senate will be in recess for most of August, so now is the best time to meet with them in their district offices.

CEC will be conducting an intense advocacy effort here in Washington to augment our members' efforts. With the help of everyone, we can urge the Senate to restore funding to all of the special education programs targeted for elimination under the House bill.

IDEA, *from page 1*

suspended or expelled. CEC also asked the committee to refine its recommendations for factors to be considered when determining a child's IEP and placement.

"The committee staff has given a great deal of thought and hard work to its draft on the reauthorization of IDEA," said Nancy Safer, CEC's Interim Executive Director. "Many of CEC's recommendations for IDEA's reauthorization are reflected in this draft. We hope to work closely with the committee to ensure that the changes that are made further the intent of IDEA that all children with disabilities receive a free and appropriate public education (FAPE)."

CEC is gratified to see it has influenced the reauthorization process and that the draft proposals are consistent with many of our recommendations. Throughout IDEA's reauthorization, CEC has—and will continue—to strive to ensure our members' interests are represented. CEC's Director of Public Policy, Joseph Ballard, developed five principles CEC is using to review reauthorization recommendations. They are:

- Don't make a good law "better" by making it more burdensome.
- Support teachers and the teaching/learning environment.
- Remove barriers to the family/professional partnership.
- Maintain a focus and increase funding for the intended beneficiaries of IDEA.
- Ensure ongoing support to the providers of a free, appropriate public education through investments in personnel development and a state-of-the-art knowledge base.

The committee's working draft includes the following features:

Eligibility

The draft recommends allowing a more flexible approach to providing special education and related services for young children. To accomplish this, states could extend the use of the "developmental delay" definition used with children ages 3-5 for children up to age 9. This is consistent with CEC's recommendations.

Currently, states must establish that a child of age 5 or above has a specific categorical disability before servicing him or her.

Funding Formula

The draft bill supports changing the current funding formula, which is based on a "child count" formula, to one based on a state's population. The population formula would include an added factor for child poverty.

When using the child count formula, state funding is based on the number of students receiving special education services. With a population-based funding formula, each state would receive funds according to its number of students ages 3-21. The committee developed a 10-year transition plan for the change.

CEC believes a formula change could cause large shifts in the amount of funds states receive to assist in providing services to children with disabilities. Further, a census formula could penalize states that have worked diligently to identify and serve all students with disabilities.

Personnel Standard Exemption

The committee draft recommends that states that had tried and failed to recruit qualified staff for particular areas could be exempted from requiring service providers to meet standards for qualified personnel.

CEC does not believe the proposed exemption is necessary. Virtually all states currently have provisions for emergency certification that address those situations where qualified personnel cannot be recruited but still maintain the goal of qualified personnel.

Least Restrictive Environment (LRE)

Suggestions concerning LRE centered on funding issues as well as the factors that determine a child's placement. Specific recommendations include:

- Require states to have "placement neutral" funding formulas. By allowing in-state funds to "follow the child" instead of the institution, federal funds could be used to serve students regardless of the child's educational placement.
- The factors that affect a child's placement should be specified. Among other considerations, a child's placement should be based on the parent's preference. Research that shows which educational setting from the continuum of placements will yield positive educational benefits for a particular child should also be considered.

CEC recommends a placement neutral funding formula. However, CEC has long contended that the child's placement should stem from the needs of the child that are specified in the IEP. Thus, that is the forum to consider placement issues, including the preferences indicated by the parents.

Discipline

The committee maintained that discipline procedures should address classroom safety *and* preserve necessary protections for students with special needs. Draft recommendations state:

Continues on page 15

What's Your CEC IQ?

BY JUDY BARRY

You've paid your membership dues, joined Student CEC (SCEC), and are preparing for the year. But, do you know all the advantages CEC offers you? Take this quiz and test your SCEC "Intelligence Quotient." Circle true or false for each question.

T F CEC is the largest nonprofit organization dedicated to improving outcomes for individuals with exceptionalities.

T F If you are looking for a club that involves you directly with exceptional children while socializing and helping your future, SCEC is one of the most fun, dynamic, and satisfying clubs in colleges and high schools.

T F Student members get a 50% discount on *Exceptional Children*, *TEACHING Exceptional Children*, and *CEC Today*. The $30.00 cost also covers the membership fee.

T F Other journals geared toward the many different areas of specialization will be sent to you when you join CEC's divisions.

T F With all the advances and research in education, all teachers need to be aware of new, innovative strategies discussed in CEC's publications.

T F By using the Each One, Reach One Campaign to recruit new SCEC members, you can earn points for a free publication, membership, or convention registration.

T F CEC's annual convention is another great asset to one's membership.

T F Many graduating seniors obtain their first teaching positions at the job fair held at CEC's annual convention.

T F If you attend the annual convention April 1-5, 1996, you will hear inspiring speakers, interview for teaching positions, find free information, and meet friends and colleagues from all over the U.S. and Canada.

T F Over 375 colleges and universities have SCEC chapters on their campuses.

T F These chapters are geared toward the development of programs that will enhance outcomes for individuals with exceptionalities and can include professional development activities, advocacy, fundraisers, and events for community members.

T F Through CEC, you can participate in mentoring programs, educational initiatives, and leadership positions that give you great experience—and enhance your resume.

T F SCEC chapters are governed by state/provincial associations that consist of officers from each chapter within the state or province.

T F SCEC associations are represented by governors who meet during the SCEC Board of Governors meeting at the annual convention.

T F SCEC provides student members with opportunities to gain leadership experience.

T F Once you graduate, all these benefits are available to you as a professional member.

T F SCEC has a video available to share all of these benefits with future members.

All of the answers are true.

How did you do? As you can see, Student CEC has much to offer. As the year kicks off, we hope you will take advantage of all the benefits you have as members of the largest professional organization for special educators. ■

Judy Barry is a senior at Providence College in Rhode Island. Currently she is serving as the president of CEC Chapter #22 while working toward her degree in elementary special education.

Leading Chapters for Student Members

The annual membership contest is on! Get your chapter and association geared up for the competition and use the Each One, Reach One campaign to start recruiting today.

Association with the Most Student Members

25-100 members
Massachusetts Student Association

101-299 members
North Carolina Student Association

300+ members
Florida Student Association

Division with the Most Student Members

Division for Learning Disabilities

Chapters with the Most Student Members

0-49 members
University of Central Florida, Brevard #1050
Southern Connecticut State University #317
Idaho State University #893
Wayne State University #123
University of Texas, Brownsville #1176

50-149 members
Purdue University #762
Illinois State University #648
University of South Florida #399
San Diego State University #555
Eastern Michigan University #561

150+ members
None

multicultural

Department of Education Challenges Schools on High Number of Minority Students in Special Education

Special education programs are coming under closer scrutiny for discrimination against students of diverse cultural backgrounds.

Concerned that minority students are being wrongly placed in special education programs, the Department of Education's Office of Civil Rights (OCR) has made investigating alleged abuses against students of diverse backgrounds a priority. In addition to its regular compliance monitoring, OCR has increased the number of complaint cases it will review in fiscal 1995 by 150%.

In recent cases, OCR has faulted schools for haphazard referral processes, inconsistent placement standards, and inappropriate exclusion of minority students from general classes. OCR is also examining assessment procedures to ensure students of minority backgrounds are not misdiagnosed due to language differences.

"This has been defined as a critical issue," said Jean Peelen, OCR's National Coordinator for Minorities and Special Education. "We must determine if the disproportionate number of minorities receiving special education services in a school or district is caused by something that violates civil rights laws. And there's a side issue—is harm caused to the kids.... It fits the profile of the mission of OCR of making sure all kids have equal access to high quality education." ■

Danger Signs of Overrepresentation of Minorities in Special Education

The following "red flags" may indicate a school or district has a disproportionate number of students from diverse cultures in special education programs:

- High proportions of special education students are ethnically diverse.
- High proportions of culturally diverse students within certain special education programs, such as programs for behavioral impairment or mental retardation.
- Students of all races and ethnicities not having equal access to a district's prereferral intervention program or the same quality of program.
- High number of students from one race or ethnic group being referred for evaluation.
- Reasons given for special education referrals being disproportionate by race or ethnicity.
- Patterns of placement differing by race or ethnicity.

Developed by Jean Peenan, OCR

international

CEC Co-sponsors China Conference

CEC and the Citizen Ambassador Program of People to People International (CAPPI) will co-sponsor a Sino/American Joint Conference on Exceptionality in Beijing on December 8-16, 1995. At the request of the State Education Commission of the People's Republic of China, CEC and CAPPI are overseeing the official U.S. participation for this exciting event.

In an in-depth exploration of special education issues and practices, American special educators will meet with their Chinese counterparts for two days at Beijing Normal University. Co-chaired by academic leaders from the U.S. and China, these sessions allow educators to engage in a bilateral exchange of ideas on how to meet the needs of individuals with disabilities in China.

Attendees will also visit different educational sites to learn about China's special education strategies. These visits will allow U.S. educators to learn more about China's adaptations of traditional treatments to educational settings, such as the use of acupuncture to raise intelligence or treat hyperactivity, as well as their instructional practices.

The conference also gives participants an opportunity to see many of China's treasures. The opening ceremony will take place in the Great Hall of the People; and two days are reserved for attendees to visit the Forbidden City, the Great Wall, and other landmarks.

CEC encourages its members to take advantage of this once in a lifetime opportunity. Each CEC division is organizing a delegation of 40 participants. Slots are also reserved for nondivision attendees.

"This is an exceptional experience," said Richard Gargiulo, President of CEC's Division of International Special Education and Services. "You come back a changed individual. There you have a real sense that you can effect change, that you can make a difference."

For more information, contact Dawn Davis, 800/669-7882, #423. ■

CEC Implements Diversity Initiative

On July 12, 1995, CEC launched a new initiative to reinforce CEC's commitment to promote multicultural diversity throughout the organization.

Through this initiative, CEC will work more effectively to:

- Make decisions that include the perspectives of diverse groups.
- Improve communications in meetings, print and other media, and publications to reflect diverse populations.
- Develop products and services that are tailored to the needs of culturally diverse audiences.
- Attract a more diverse population of special educators for the 21st century.
- Enhance CEC's standing in today's diverse marketplace.

Look for further reports on the initiative's findings and developments in *CEC Today*.

For more information, contact Shelia Mingo, 703/264-9431.

Division Focus

CASE

The Council of Administrators of Special Education

CASE worked through the summer to provide information to the U.S. Congress for their deliberations on appropriations and the reauthorization of the Individuals with Disabilities Education Act (IDEA). CASE Subdivisions, the CASE Executive Committee, and the CASE Board of Directors all joined in this outstanding effort. Jo Thomason, Executive Director of CASE, attended the CEC Children's Action Network (CAN) workshop in Washington last July to participate in further training.

October 15 is the deadline for preregistration for the CASE International Conference on Public Policy to be held at the Red Lion's La Posada Inn in Scottsdale, AZ, on November 16-18, 1995. Conference strands will include urban issues, legal issues, school reform, aggressive behavior in schools, and public policy issues. Further registration information is available from the CASE office at 615 16th St. N.W., Albuquerque, NM 87104 or by calling 505/243-7622.

Start making plans for the CASE Institute on Serious Emotional Disturbance, to be held at the Clearwater Beach Holiday Inn, in Clearwater Beach, FL, on February 14-16, 1996. CASE members will receive registration brochures in October, and additional registration information will be available from the CASE office. Enrollment will be limited.

Watch the CASE September/October Newsletter for the call for nominations. CASE will elect a President Elect and a Treasurer for the 1996-1998 term. The Nomination Committee is chaired by Jack Freehill. Committee members are Mae Taylor, Alice Hobson, Jeri Muoio, and Stan Draffin.

CCBD

The Council for Children with Behavioral Disorders

CCBD has prepared a detailed analysis of the service needs of children and youth with emotional/behavioral disorders and recommendations for the reauthorization of IDEA. The recommendations address federal and state policies, training, and appropriate services.

CCBD is designing a survey to evaluate the quality of CCBD's services, increase the participation of culturally diverse members, and delineate strategies to increase membership in CCBD from individuals from culturally diverse backgrounds. For more information, contact Joseph Price, 616/895-2091.

Plan now to attend CCBD's International Conference on Behavioral Disorders, to be held in Dallas (Irving), TX, on Oct. 5-7. Preconference workshops address issues concerning inclusion, interventions for students who are aggressive or violent, and effective school-wide support for students. Call Lyndal Bullock, 817/565-3583 to register.

Also, CCBD's Southeast Regional Conference will be held in Myrtle Beach, SC, on November 2-4. The conference brings you a first-rate array of keynote speakers, session leaders, and workshops. Call Fran Courson, 800/881-4699 for information.

CEC-DR

The Division for Research

CEC-DR's Ad Hoc Committee on Research Advocacy addressed several important issues at the OSEP Project Directors' Meeting on July 12, 1995, in Washington, DC, including how to respond to proposed funding cuts in special education research and ways to reform the grant application review process.

One area in which CEC-DR can work with advocacy groups is to inform them about how research helps children with disabilities and why we need to continue doing research.

In discussion concerning the grant review process, the committee suggested that setting page limits on grant applications and cutting the number of evaluation criteria from nine to four or five would improve the quality and scoring of grants. These changes would also save time for grant reviewers and OSEP staff.

The committee also considered implementing a standing review panel for grants applications. With this procedure, constancy of reviewers would improve the quality of and lead to more consistent feedback. However, a standing panel could also present problems, such as a "good old boy (or girl)" network dominating the process, no one panel would suffice for the wide range of topics, and the amount of time required to sit on a panel is prohibitive.

Standing panels may be field-tested and evaluated in the near future in one or two high incidence areas.

CEDS

The Council for Educational Diagnostic Services

CEDS' third international topical conference, "Jazzin' Up Assessment III," November 8-11, 1995, in New Orleans, LA, will feature James E. Gilliam, who will present "The Analysis of Defensible and Workable Behavior Management Plans." Plus, a wide array of sessions give attendees the latest information on assessment for every age group. You don't want to miss this dynamic conference. For information, call 404/438-0664.

DCDT

The Division on Career Development and Transition

Are you trying to create school to independence transition services and programs for your students? Find out the latest in what is happening across the nation at DCDT's fall international conference, "Spectrum of Career Development: Focus on the Individual," October 19-21, 1995, in Raleigh, NC. Topics include transition planning, postsecondary programs, family and student empowerment, leadership, policy, and much more!

Extend your stay and enjoy the beautiful fall colors of North Carolina. Plus, you can visit the coast, where the ocean waters will still be warm and the beaches uncrowded!

Get your registration in today! Contact the Division of Continuing Education at East Carolina University, 919/323-6143 or 800/767-9111 for registration information.

DEC

The Division for Early Childhood

DEC has a new address! To contact DEC, please call 303/620-4579, FAX: 303/620-4588, or write to: 1444 Wazee Street, Suite 230, Denver, CO 80202.

Join DEC in Orlando and Disney World! DEC is holding its annual conference in Orlando, FL, November 1-5, 1995. Attend sessions of your choice and spend quality time with your family as you explore Disney World. For more information, call 410/269-6801.

MRDD

The Division on Mental Retardation and Developmental Disabilities

At MRDD's general meeting at CEC's 1995 convention, MRDD recognized the following members: James Groff, MRDD Practitioner Award; Sheri Hamilton, Herbert J. Prehm Student Award; Adrienne Fuchs, John W. Kidd Subdivision Award; Pamela Gillet, Burton Blatt Humanitarian Award; Senator Emil Jones, MRDD Legislative Award; and Maureen Finnegan, the MRDD Outstanding Graduate Student of the Year Award.

MRDD welcomes four new members to its Board of Directors: Tom Bartels, Vice President; Tina Hoopingarner, Student Governor; Debbie Petko, Secretary; and Tom Wood, Governor. MRDD would also like to thank Maureen Finnegan, Deborah Huntington, Ed Polloway, and Larry Sargent, who finished their terms of office on July 1, 1995.

MRDD is planning its Fifth International Conference on Mental Retardation and Developmental Disabilities, to be held in Austin, TX, on October 11-13, 1996. Proposals for the conference should be submitted to Linda Easton, 313/944-9500.

For information about MRDD, please contact Darlene Perner at 506/444-4732 or pernerd@nbnet.nb.ca.

TED

The Teacher Education Division

TED has launched a major offensive to restore funding to education. Its members have mobilized people to get their students, parents, and fellow colleagues to let congressional members know how important IDEA is to special education. They have advocated for early childhood, early intervention, personnel preparation programs, leadership programs, and others.

Plan to attend TED's upcoming conference! To be held in heavenly Honolulu, on November 8-11, TED's upcoming conference brings educators the latest developments in personnel preparation, internationally recognized speakers, and other professionals like you. And, you'll have time to visit Hawaii's incomparable beaches, flora and fauna; partake in a luau; and learn to hula! For more information, call Mary Ann Prater, 808/956-7956.

Correction: In the August 1995 *CEC Today*, Nancy Safer was incorrectly identified as President of CEC. Dr. Safer is CEC's Interim Executive Director.

Standards, *from page 1*

disabilities, mental retardation/developmental disabilities, physical and health disabilities, and visually impaired.

- Have successfully completed at least a 1-year mentorship.

Using the Standards

The certification and new accreditation standards share CEC's common core and specialization knowledge and skills. To be certified as a special educator, an individual must exhibit competence in each of the common core knowledge and skills, as well as the knowledge and skills in at least one area of specialization.

For example, a special educator seeking certification to teach students with learning disabilities must know the common core knowledge about typical procedures used for screening, prereferral, referral, and classification for all exceptional individuals. In addition, teachers of students with learning disabilities must also be able to "choose and administer assessment instruments appropriately for individuals who are learning disabled."

State and Provincial Adoption of CEC's Standards

"We believe that many states and provinces see the value of international common criteria upon which to base their own certification standards and will welcome the new CEC standards," said Safer. "CEC is prepared to work with those states and provinces to assist them in evaluating their current standards, developing assessment criteria, and establishing mentorships."

CEC is beginning a campaign for state and provincial adoption of its special education standards. At the Leadership Conference on July 6-9, 1995, federations and divisions met to discuss the standards and strategies for their adoption throughout North America.

Improving College Preparation Programs

The new CEC standards will significantly help colleges and universities improve their special education professional preparation programs. While institutions of higher education prepare special education students who practice in many states and provinces, their programs are often governed by the standards of the state in which they are located. Thus, their graduates often find it difficult to obtain certification in another jurisdiction.

For the past 10 years, CEC, as part of the National Council for Accreditation of Teacher Education, has approved more than 220 special education professional preparation programs in colleges and universities that meet its accreditation standards. CEC has now revised its accreditation guidelines to be consistent with its new certification standards.

As a result, CEC requires institutions of higher education to teach as a minimum the competencies set forth in CEC's common core and specialization knowledge and skills to all upcoming special educators. Thus, in the future, graduates of CEC approved special education professional preparation programs should be qualified to practice anywhere.

Categorical or Generic Certification

Since each of the specializations except early childhood refer to an exceptionality category, members have asked whether CEC is endorsing state and provincial certification by categories of exceptionality. The CEC standards define what an individual must know and be able to do to teach a child with a particular disability. If an individual is expected to teach varying exceptionalities, then they should have mastery of the knowledge and skills for each of the exceptionalities.

For example, if a state or province has a certification category "teacher of students with mild disabilities" and expects the special educator to work with students with learning disabilities and behavior disorders, then the teacher would

Continues on page 15

CEC's Leadership Training Sets Tone for Coming Year

At CEC's Leadership Training Conference, held July 6-9, 1995, at CEC Headquarters, CEC's federation and division leaders spent 4 days of their summer vacation learning about new developments in CEC and special education, engaging in lively discussions concerning CEC's role in addressing special education issues, and amassing new information to enhance their units' projects and performance.

The session in which participants developed ways that CEC can lead the field proved to be particularly productive. Attendees gathered in small groups to take on the topics affecting special education: inclusion, urban education, personnel shortages, multicultural concerns, funding, certification, and discipline. In addition, paraticipants tackled CEC issues, including attracting new members and membership retention.

The result was a number of creative and viable solutions showing how CEC could effect positive change in special education in numerous areas, as well as practical techniques to attract—and keep—CEC members.

CEC's leaders also learned how they could effect change in their own units. Small sessions gave attendees the opportunity to discover how to impact special education decisions in their state/province and community; set up successful meetings and conferences; develop effective communications strategies using newsletters, e-mail, and bulletin boards; and learn more about CEC's Professional Standards.

With the flow of ideas and commitment between CEC's leaders and Headquarters staff, the coming year promises to be one of our best.

Jeff Moyer—Songwriter Extraordinaire

Jeff Moyer, a very special music man, captivated audiences at CEC's 1995 convention. This nationally-known songwriter/performer speaks to the heart of special education. His touching and motivational songs express the concerns individuals with disabilities face, capture the spirit of special educators, and celebrate the successes of us all.

Moyer's music strikes a special chord because he uses his own experiences as the basis for his work. Disabled by a progressive eye disease, Moyer lost his eyesight as a child. As a result, his words reflect a knowledge that comes from experience, as well as from the heart.

Moyer's inspiring music is the perfect accompaniment to an education conference, inservice, or meeting—or to use with a special education class. His tapes include acclaimed favorites such as:

- Do You See Me As An Equal.
- Special Ed Ranger.
- The Long Hall.
- I Offer Time.
- Kids Like Any Others.
- The Friendship Song.
- Assistive Technology Boogie.
- Special Ed Administration Blues.

To order, call 800-CEC-READ. Cost, $11, #M5119. ■

CEC's Summer Program Prepares Educators for a Great Year

CEC's Professional Development Series, held this summer in Washington, DC, gave educators a headstart on the school year. In a spirited exchange of ideas and information, session leaders guided attendees through the maze of educational theories and ideas to the best teaching strategies for classroom success.

The workshops focused on five areas: inclusion, alternative assessments, attention deficit disorder, teaching diverse learners, and legal aspects of special education. Each provided attendees with the latest information and practices teachers could adapt to their situation.

For example, educators came away with an understanding of the philosophy behind inclusion, as well as specific instructional strategies to be used in different content areas; an array of different types of assessments that can be used for placement and instructional decisions; new identification and intervention techniques to use with students with ADD; and methods to reach students of diverse cultural backgrounds and learning abilities. And, the session on law gave attendees a deeper understanding of the legal influences on special education and how policies regarding the Individualized Education Program (IEP) and placement issues affect the classroom.

While each session provided information germane to its topic, the workshops also complemented each other. This gave attendees a comprehensive overview of special education today, as well as complementary educational tools they can use in multiple settings with students of diverse ability and/or cultural background.

"This conference gave fantastic presentations on things we can use in the classroom," said Karri Torhert, special education teacher.

The workshops proved so popular, CEC plans to provide additional activities on these and similar topics throughout the year. Look for upcoming events in *CEC Today*. ■

Teaching Students to Control Their Aggressive Behavior

Back Off, Cool Down, Try Again: Teaching Students How to Control Aggressive Behavior by Sylvia Rockwell is CEC's newest book for behavior management and discipline. The publication is a sequel to *Tough to Reach, Tough to Teach: Students with Behavior Problems* by the same author. The book shows teachers how to use classroom dynamics to help students move through the developmental stages of social interaction to more mature levels of self-control, self-reliance, and self-esteem.

The book vividly describes techniques to nurture the social development of students with aggressive behavior in a classroom setting using the stages of group development as the basis for classroom management. The focus moves from teacher control to control through peer interaction. Strategies for group management, affective and academic instruction and planning, documentation, and consultation are presented.

The book specifically supports knowledge and skills for managing student behavior and social interaction. The product shows how to use effective teaching procedures in social skill instruction; demonstrates procedures to increase student self-awareness, self-control, self-reliance, and self-esteem; and prepares students to exhibit self-enhancing behavior in response to societal attitudes and actions.

Rockwell brings to her writing the first-hand experiences of a seasoned teacher of students with behavioral disabilities. She has been a classroom teacher for more than 18 years and is currently working on her doctoral degree at the University of South Florida.

As with all CEC-published books, this one received glowing reviews from the peer review process.

Suana Wessendorf, Crisis Interventionist from Ames, Iowa, and President of CEC 1993-1994, said, "*This author understands students with behavioral disorders. The scenarios are real and very helpful. It works for me!*"

Matty Rodriguez-Walling, Behavior Management Teacher, Miami, Florida, and Clarissa Hug Teacher-of-the-Year 1994-1995, said, "*Provides teachers with very practical ideas. The author has combined theory and research with personal experiences that teachers can relate to. Extremely useful for teachers of EBD at a middle school, but can also be adapted and used by elementary teachers. I particularly liked the various forms provided and the teaching unit suggestions. With violence so embedded in our society, teachers need useful ideas to help today's students learn the skills needed to function in a more peaceful world. It also flows well and is fun reading.*"

Order from CEC Publications, 800/CEC-READ (232-7323) #P5120 Members $19, Nonmembers $27. Check your catalog for other products to help you work with discipline and aggressive behavior. ■

School-to-Work Transition

Life Centered Career Education

Regional Training

A complete program to help you give your students the skills they need to make the transition from student to adult, from school to work and postsecondary education.

Where:

Kansas City, MO
October 19-20, 1995

Kansas City Marriott

Tuition:
Members.........$199
Nonmembers....$249

Call now! 800/224-6830

A Special Institute for Gifted Education!

CEC presents: Curriculum for **Nurturing Giftedness** in Young **Children (K-3)**

Learn the latest strategies for gifted education from nationally-known educators, authors, and other dedicated professionals like yourself. Join us.

Washington, DC area
September 29-30, 1995
Bethesda Holiday Inn

Seattle, WA
October 13-14, 1995
Best Western Airport Executel

Tuition:
$149 - U.S.
$195 - Canada

Call today! 800/224-6830

TAKE IT FOR *granted*

Grant seekers can now look to the information highway for information. Below is a listing of some on-line services for education grants.

The Department of Education (ED) Inet—ED's online library contains ED publications, including teacher and researcher guides to ED programs. Grant seekers can access reports, legislation, press releases, and a department staff locator. The site also provides links to other education resources. Send e-mail to inetmgr@inet.ed.gov or call 202/219-1547.

Eisenhower National Clearinghouse—ED's clearinghouse contains staff development information and is linked to several resources. Send e-mail to info@enc.org or call 614/292-7784

Grants Information Gophers—This gopher site links with several others on teacher workshops and courses, contests, and federal education legislation. To get there: Using Gopher software, point the gopher to K12.ucs.umass.edu: 70/11/internet/grants.

Build a Bridge to Friendship

BY BOB ROSS

Left out. Isolated. Segregated. The story never changed.

Every time our high school called a pep rally, the general education students convened, joined their friends, whooped and hollered. The special education students, hovering in a clump by themselves, took their "designated" seats—an isolated row in the front of the gym. At lunch, the general education kids socialized, shared stories, laughs, and good times. The special education kids ate their lunch at a "reserved" table in almost total silence. Between classes, the halls reverberated with greetings, joshing, and joking between friends. The special education students—if they changed classes—moved singly and alone to another room where they maintained their lonely status.

The scenario repeated itself day after day, year after year in Ohio's schools—until Project Support broke the barriers separating these two groups of students.

No Longer "Just a Student"

Project Support, a student mentorship program backed by CEC, CEC's Ohio Federation, and the Ohio Division of Special Education, gives special education students the chance to be full-fledged members of their schools.

Through tutoring, mentorship programs, and community education activities, genuine friendships form between general and special education students. As a result, students with special needs begin participating in the school community as team and club members. And, they become an important part of their student bodies.

At Solon High School, Project Support is one of our most popular clubs. Now in its sixth year of operation, the Solon High Council for Exceptional Children Club has grown from 15 to its current 100 members. Approximately 10% of the student body are card-carrying members of this club.

From Advocate to Friend

Through Project Support, student members become advocates for students with exceptional needs in numerous ways. Peer tutoring at the high school and the lower schools is one of the most popular activities in the club. Young people with and without disabilities give their free time during the school day to work with students in collaborative, as well as pull-out programs. Peer tutors have proved to be an important component of collaboratively taught classrooms, and it is frequently observed that the best peer tutors are those students identified as having a learning disability.

Another program that helps develop positive relationships between special and general students is the Mentorship Program. Student members are paired with students identified as having developmental disabilities. The pairing, which is done early in the year, usually follows numerous group outings such as canoeing or sporting events. Once the students are matched, the groups commit to doing something social together outside of school at least once a month.

In most cases, both with tutors and mentors, formal commitments are cast aside as real friendships develop. It is not uncommon to see students together during lunch, at athletic events, the mall, concerts, and other places teenagers frequent.

As one parent noted, "Until the Mentorship Program came along, my son just sat at home on the weekends. Now, I can't keep track of his schedule. He even double-dated at the prom!"

And a special educator observed that before the program, her students attended school assemblies and pep rallies but were not part of the flow. "They were often segregated and detached from the event," she said. Thanks to Project Support, students with disabilities attending these functions usually sit with their friends and participate fully.

Public Awareness from the Heart

In addition to peer tutoring and mentoring, students also get involved in activities that educate the student body and the community. During the past several years, the Solon High CEC Club has sponsored performances by the Cleveland Ballet Dancing Wheels, The Fairmount Theater of the Deaf, and athletic contests, such as a wheelchair basketball game.

One year, club members conducted an accessibility survey of the local restaurants. Armed with tape measures, students descended on local restaurants to measure their doorways, toilets, tables, and parking spots. During the halftime of the Akron Rubber City Rollers vs. Solon High School basketball game, they honored those restaurants that were wheelchair accessible.

Thanks to Project Support, students with disabilities have much more than access to a general education classroom. For Ohio's students with disabilities, it means being recognized, not as a label, but as just another student.

To learn how you can set up a peer mentoring program in your school, contact Bob Ross at 216/349-7335 or Karen Vermaire Fox at 800/845-6232. ■

Bob Ross, a Work-Study Coordinator, is Chair of Project Support for Ohio. He is a member of CEC's Ohio Federation.

The National Clearinghouse for Professions Offers Free Resources for Teachers and Students

The National Clearinghouse for Professions in Special Education offers several free products on careers in special education and related services. Some of our most popular items include

- New Teacher Pack
- College and University Listings
- Job Search Pack

For more information, call 800/641-7824

Officers' Seminar Fuels Competition Between Federations

The July 1995 Federation and Division Officers' seminar was informative, thought-provoking, and aroused competition between certain federations. After reviewing the number of members in her state and engaging in discussion with other federation presidents, Frances Carroll, President of CEC's Illinois Federation, decided it was high time to displace the Florida federation from its post as CEC's largest federation.

"I spoke to my board and we agreed that Illinois should be restored to our rightful place as No. 1, and we'll sweep Florida out by March 1996 and reclaim our status as the leader," said Carroll. "Florida is a great state and we'd love to take a vacation there, but Illinois is the best! We have our snow and our windy city, we're the birthplace of presidents, and we are No. 1! Look out Florida. We'll see you in April as No 1."

The Ohio and New Jersey federations also announced that they would be competing for the greatest increase in membership between their two federations.

This promises to be an intense competition as the "losers" are obligated to present the winning federations a high-stakes, high-profile reward at CEC's 1996 convention in Orlando.

Each One, Reach One Gives Feuding Federations—and Others—the Means to Fight Back

Though only a few federations have pitted themselves against each other for new members, the competition is open to all CEC units. And, the Each One, Reach One campaign gives everyone an arsenal of winning tools to help them increase their membership.

Current leaders in the Each One, Reach One campaign are:

- **Dogwood Chapter #685 in GA**
- **University of South Florida Chapter #399 in FL**
- **Ball State University Chapter #320 in IN**
- **Orange County Chapter #188 in CA**
- **Olivia Parker, Individual, IN**
- **Gale Chance, Individual, AL**
- **Bay County Chapter #243 in FL**
- **University of Puerto Rico Chapter #952**

Remember, the amount of points that can be earned are limitless and everyone's a winner—CEC gains more members and referring units or individuals earn points for each person recruited! ■

CEC honor roll

Clarissa Hug, namesake for CEC's Clarissa Hug Teacher of the Year Award and member of CEC Chapter #10, celebrated her 90th birthday on July 4, 1995.

Brian Carroll, CEC's Education Specialist, was chosen to serve on the Special Education Careers Project Team, sponsored by the Virginia Commonwealth University and the Virginia Institute for Developmental Disabilities.

Bruce A. Ramirez, CEC's Associate Executive Director, was named a member of the National Young Leaders Conference Educational Advisory Board for the Congressional Youth Leadership Council. Ramirez was selected for his outstanding reputation and experience in the field of education.

CLIP AND SAVE

EXTRA credit

Toys for Children with Disabilities—The Dragonfly Toy Company specializes in toys for children with disabilities. A play therapist is on staff to help customers determine the most appropriate toys for specific needs, and the company offers a "wish list" service and toy search service. To order a catalog, call 800/308-2208.

Life Planning for Individuals with Disabilities—The National Institute on Life Planning for Persons with Disabilities offers information on all aspects of life planning including government benefits, housing, supported employment, legal aspects, financial planning, aging issues, transition, etc. Dues range from $10 to $35 for individuals or families. For information, call 707/664-4235.

Chemistry for Students with Disabilities—*Teaching Chemistry to Students with Disabilities* is a free booklet for teaching chemistry to students with special needs. It includes classroom adaptations, evaluation, computers, and laboratory design and safety. To order, contact the Committee on Chemists with Disabilities. 202/872-4438

College for Individuals with Disabilities—The New Jersey Department of Human Services has published *So You Want to Go to College: A Guide for Individuals Diagnosed with Severe Mental Illness Who Are Thinking About College*. The book discusses educational opportunities and is designed for use by students. Copies are free. To order, call 609/777-0651.

ListServe for Equity in Education—EDEQUITY is an international discussion list on issues of educational equity in a multicultural context in schools, colleges, and other educational sites. In addition to multicultural issues, EDEQUITY serves as a forum to discuss how to attain equity for males and females. For more information, send an e-mail to: LISTSERVE@VM1.NoDak.EDU with the command GET NEW-LIST README in the body.

Teachers' Rights—Fact or Fiction?

BY JANICE M. MARTIN

Amongst all the debate regarding children's rights in an inclusive setting, another question sits on the sidelines: *Do teachers have the right to work in a safe environment?*

Recently, this question has been the subject of lively debate on the internet where experts in the field lurk about just waiting to pounce on any challenging and provocative subject. And pounce they did!

In a ping-pong of opinions racing through cyberspace, educators exchanged feelings and experiences and raised many issues surrounding this debate.

The gist of the discussion follows: The most direct reaction: "The answer is no." Another reply indicated that in the U.S., "attempting to include such a provision in labor contracts violates the Individuals with Disabilities Education Act." One respondent stated, "A teacher may protest but not flatly refuse (and, in either case, only at risk of censure or dismissal)!" And another source contributed, "A teacher cannot refuse based upon supposition of what 'might' occur—but 'prudent' steps could certainly be taken by the district."

The Right to Refuse

At this point it is important to clear up the facts. While it is true that teachers cannot refuse a student entry into their classrooms, *teachers can refuse to enter their classrooms if they perceive that to do so would be a threat to their safety*, according to legal, union/federation, and administrative sources. This ruling falls under "safety in the workplace" legislation that normally applies to the use of dangerous or corrosive materials, as well as unsafe working conditions.

A Better Solution

In many situations where a teacher may fear for her or his safety, the "quick" solution would be to place the student in question in a different class. This would preclude a negative learning environment and attend to the needs of a teacher who feels fearful. However, while this solution appears to be appropriate, it is only one of convenience and simply moves the student and his or her behavior to a different venue. No preventative or remediative structure or plan occurs. In addition, this solution could cause legal problems.

A better solution involves developing "prudent steps" for dealing with potentially volatile students. This entails putting into place a proactive plan for positive growth that addresses the needs of the student as well as the concerns of the staff. This can be done only through a collective effort supported by the school's teachers and administrators. In addition, outside services such as the police and child and youth support agencies may work with the schools.

Proactive planning also would necessitate planning in advance for any eventuality and include support personnel for the staff and the student. This takes time, careful consideration, and active involvement by all concerned parties, including the student, parents, and community representatives.

Better Teacher Preparation a Must

Additionally, working with behaviorally difficult and violent students requires education and preparedness. If we are to dispel the schizophrenic attitude our society has towards teachers—we want them to do everything, believe it is easy to be a teacher...and yet lament how poorly prepared teachers are—we need to push, and push hard, for effective inservicing for teachers. It is incumbent upon the school board/districts to ensure that their teachers are properly prepared for the challenge of teaching students who are behaviorally difficult or violent, particularly in the inclusive environment.

Does becoming a teacher equate to a tacit agreement that the teacher will be accepting of all students? Perhaps the answer is best given by one of the internet's "lurker-experts" who wrote, "I think entry into the field does mean an acceptance of all students—warts and all, who may come our way...but parents are sending us the best they have; and no matter what the disability, we will have to serve them." ■

Speaking Out reflects the opinions of individuals. Your comments are welcome!

Janice M. Martin is an itinerant behavior resource teacher with the Etobicoke Board of Education in Toronto, Ontario, and President Elect of CEC Chapter #759.

Resources

NEW!

Instructional Classroom Management A Proactive Approach to Behavior Management by Edward J. Kameenui and Craig B. Darch

Treats "behavior" as a curriculum area, just like reading or math. Shows teachers how to teach students appropriate behaviors before problems occur. Includes a 180-day curriculum for teaching social skills and proper behavior. #S5126 1995 209pp. $22.40 CEC Members $20

Interventions: Collaborative Planning for Students At Risk by Randall Sprick, Marilyn Sprick, and Micky Garrison

Practical interventions to manage behavioral, social, and academic problems. Includes: Managing Physically Dangerous Behavior; Managing Severely Disruptive Behavior; Structuring Reinforcement Systems; Establishing Classroom Management Strategies; Teaching Desired Behaviors; and more. #S5101 1993 $72 CEC Members $65

Standards, *from page 9*

have to show mastery of the knowledge and skills in both areas of specialization.

Development of Standards

CEC worked in collaboration with its divisions and involved thousands of special educators to develop its standards. While the basic policy framework for the new certification standards was adopted by the CEC Delegate Assembly in 1989, the task of identifying the knowledge and skills that special educators must know fell to CEC's Professional Standards and Practice Standing Committee. The committee established a Subcommittee on Knowledge and Skills composed of representatives from each of CEC's divisions and winners of CEC's Clarissa Hug Teacher of the Year Award.

"By establishing standards that define what we as special educators must know, CEC not only provides minimum standards for states, provinces, and institutions of higher education but also defines who we are as special educators and as a profession," said Jacquelyn Alexander, chair of the CEC Professional Standards and Practice Standing Committee. "This is an historic moment for our field, and I wish to thank the thousands of CEC members who gave of their time and knowledge to make this vision a reality."

Preparing for the Future

CEC recognizes that what we need to know to teach effectively changes with advances in research and practice and that any standards will need to be updated over time. Therefore, CEC has instituted a process for the continual monitoring and improvement of these certification standards.

Copies of *What Every Special Educator Must Know: The International Standards for the Preparation and Certification of Special Educators* are available from CEC. $10 for members, $14.50 for nonmembers. To order, call 800/CEC-READ.

For more information about the standards, contact John Davis at 703/264-9408 or johnd@cec.sped.org. ■

IDEA, *from page 5*

- The student's IEP will include behavior management techniques to help avoid disruptive, dangerous, and inappropriate behaviors.
- The hearing officer would be allowed to remove a potentially dangerous student and place him or her in an alternative placement for up to 45 days (or more if a dispute between the parents and the school occurs). The hearing officer would also be required to review the implementation of behavior management strategies in the child's IEP.
- Students who engage in violent acts or bring weapons to school could be removed from the classroom for 45 days (or more if there is a dispute between the parent and the school).
- A review team designated by the state—which could be the IEP team—would determine whether the child's action is a manifestation of the disability or not. The review team would consider the implementation of behavior management strategies stated in the IEP, appropriateness of the placement, and other information presented by the parents.
- If the action is not disability related, any school discipline policy applied to nondisabled students may be equally applied to a student with a disability.

While CEC supports procedures to ensure the safety of all students, it opposes any cessation of FAPE. If a child with a disability is found to have acted without a manifestation of the disability and is suspended or expelled, states should continue to provide special edu-cation and related services in a different setting.

Dispute Resolution/Mediation

Dispute resolution and mediation were major concerns of the committee. Its recommendations entail:

- Include mediation provisions that require states to provide voluntary mediation to the parents .
- Prohibit lawyers from participating in mediation for either party.

CEC recommends that states be required to offer mediation. CEC also supports making the mediation process less formal and litigious but feels strategies must be available to help parents identify knowledgeable representatives to accompany them.

Infants and Toddlers

The committee draft supported continuing current laws concerning at-risk children ages birth-2. That is, though states may serve children ages birth-2 who are at-risk but have not been identified as having a disability, they do not have to. A proposal to allow states to provide reduced services to selected at-risk populations was not included in the House draft consistent with CEC and The Division for Early Childhood recommendations.

Policy Letters as Regulations

Policy interpretations that apply to the entire nation will be subject to the "formal regulations" public comment and review requirements of the Administrative Procedures Act, according to the draft. Thus, the Department of Education must follow the established procedures for promulgating future special education policy interpretations.

The committee intended to release a draft of their proposals for the IDEA support programs (Parts C-G) in August and a final bill in early September. The Senate Subcommittee on Disability Policy has begun work on its first draft of a reauthorization bill. ■

Classified Ads

12th Annual Conference, National Assn. for the Dually Diagnosed (Mental Illness/Mental Retardation) COLLABORATION: *The Essential Element*. 29 November-2 December 1995. Radisson Twin Towers Hotel, Orlando, Florida. For additional information, call: 513/223-8008.

OVERSEAS EIP.MS/MA Sp. Ed. Early Childhood, 2+ years w/0-3 year-olds. Call Mike Brush, IBSI, 800/994-4274.

CALENDAR OF CEC *events*

september

September 29-30, 1995
CEC Institute for the Gifted: "Curriculum for Nurturing Giftedness in Young Children (K-3)" Bethesda Holiday Inn, Bethesda, MD. Call Jay McIntire, 703/264-9463

october

October 5-7, 1995
CCBD Conference: "Positive Programming for Children and Youth with Behavioral Disorders," Harvey Hotel, Dallas (Irving), TX. Call Lyndal Bullock, 817/565-3583

October 12-14, 1995
Saskatchewan CEC Conference, "Partnerships Under Construction," Delta Bessborough in Saskatoon, SK. Call Jean Lendzyk, 306/554-2262

October 12-14, 1995
Florida Federation Annual Conference, "Preparing for the 21st Century: Choices and Challenges," adam mark Hotel, Daytona Beach, FL. Call Ray Peetz, 813/361-6544

October 13-14, 1995
CEC Institute for the Gifted: Curriculum for Nurturing Giftedness in Young Children (K-3). Best Western Airport Executel, Seattle, WA. Call Jay McIntire, CEC Headquarters, 703/264-9463

October 19-20, 1995
LCCE Regional Training: Life Centered Career Education. Kansas City Marriott, Kansas City, MO. For registration information, call CEC, 800/224-6830

October 19-21, 1995
DCDT Eighth International Conference, "Spectrum of Career Development: Focus on the Individual," Raleigh, NC. Call 919/328-6143

October 25-27, 1995
Wisconsin Federation Conference. Oshkosh Hilton and Conference Center, Oshkosh, WI. Contact: Jon McCluskey, 414/832-6130

november

November 1-5, 1995
1995 Annual International DEC Conference, "Broadening Realities: Valuing Diversity," Buena Vista Palace, Buena Vista, FL. Call DEC 1995 Conference, 410/269-6801

November 3-4, 1995
New York Federation Convention, "Special Education and General Education: Working Together Toward the 21st Century," Radisson Hotel, Niagara Falls, NY. Call Debbie Chicorelli, 716/688-9082

November 8-11, 1995
CED Conference, "Jazzin' Up Assessment III," Monteleone Hotel, New Orleans, LA. Call Gayle Szubinski, 404/438-0664

November 8-11, 1995
TED Annual Conference, "Celebrating Diversity: Preparing Personnel for the 21st Century," Hyatt Regency, Waikiki, Honolulu, HI. Call Mary Anne Prater, 808/956-7956

November 9-10, 1995
West Virginia Federation Conference. Holiday Inn, Parkersburg, WV. Call Cynthia Alkire, 304/684-2421.

November 11-13, 1995
Hawaii Federation Conference. Hyatt Regency Waikiki, Honolulu, HI. Call Mary Jo Noonan, 808/956-7956

November 16-18, 1995
CASE International Conference on Public Policy in Special Education, Red Lion's La Posada Inn, Scottsdale, AZ. Call 505/243-7622

THE COUNCIL FOR EXCEPTIONAL CHILDREN
1920 Association Drive
Reston, VA 22091-1589

NONPROFIT
ORGANIZATION
U.S. POSTAGE
PAID
RICHMOND, VA
PERMIT NO. 930

Get ready for Orlando! CEC's Annual Convention, April 1-5, 1996.

CEC today

EXCLUSIVELY FOR MEMBERS OF THE COUNCIL FOR EXCEPTIONAL CHILDREN

VOL. 2 NO. 4
OCTOBER 1995

Research Shows Phonological Awareness Key to Reading Success

A culmination of recent research shows that phonological awareness of language—understanding that words we hear are composed of individual sounds within the word—is crucial to reading success. Researchers also have developed tests to determine if students lack phonological awareness, as well as specific intervention techniques to help children gain this vital skill.

An example of phonological awareness is: When an individual hears the word cat, the ear hears it as one pulse of sound. But, he or she knows that "cat" is made up of three phonemes (the smallest units of sound). Phonological awareness requires the brain to divide a single pulse of sound into its constituent units. Students who lack phonological awareness do not have a system that understands that "cat" has three separate sounds.

To further the resources teachers, service providers, and parents have to teach reading effectively, the U.S. Office of Special Education Programs (OSEP), in collaboration with CEC and several education associations, is launching a nationwide reading initiative.

The initiative includes information and tools parents can use to help their children learn to read. The instructional methods are based on a significant body of research that has proved effective in teaching children—particularly children with dyslexia and other learning disabilities—to read.

Phonological awareness, combined with specific phonics instruction and whole language techniques, gives children the skills to decode words rapidly and accurately, which is essential for reading comprehension, according to Reid Lyon, neuropsychologist at the National Institute's Child Health and Human Development of NIH and a contributor to the reading campaign.

Approximately 20% of our students have some difficulty with phonological awareness, with approximately 7%-10% having substantial difficulty, according to Lyon. If these students do not receive interventions by age 9, about 70% will continue to have problems into high school. Researchers recommend identifying and offering intervention strategies to students by the first or second grades. Though older students can profit from interventions, they have a much harder time learning to read as they already have suffered from frustration, poor self-

Continues on page 9

MADELINE
BEMELMANS

70% of children who have reading problems in the third grade continue to have problems in the ninth.

CEC Warns Against Consolidating IDEA's Support Programs

CEC has expressed concern about proposals to consolidate the Individuals with Disabilities Education Act's (IDEA's) support programs—research, professional development, etc. One proposal, a draft of the IDEA Improvement Act of 1995 by the House Committee on Economic and Educational Opportunities, would consolidate the current 14 special purpose programs funded in FY 1995 under IDEA into a new Part D. Titled National Activities to Improve Education of Children with Disabilities, Part D contains three subparts: grants to states for reform and improvement of their special education and early intervention programs, authorization for national projects, and research and dissemination.

A proposal by the U.S. Department of Education recommends placing IDEA's 14 discretionary programs into five authorities: state improvement, professional

Continues on page 5

inside

Senate Restores IDEA Funding 4

Gifted Institute Stresses Nurturance......11

What Do Administrators Want from Special Education Teachers?............12

CEC Headquarters Staff Works for You

In addition to CEC's many member services, CEC staff is available to help CEC units or groups with technical assistance for training, workshops, and other activities. Often, for just the price of air fare and room and board, a qualified CEC staffer will travel to your locale and meet with CEC leaders and members to get new programs off the ground, present updates on current issues and events, and provide expertise and guidance. Following is a list of some CEC personnel and the services they provide:

Nancy Safer, CEC's Interim Executive Director, makes presentations on strategic planning, special education topics and trends, CEC updates, and legislative issues. Her uplifting presentations touch the heart of her audiences while giving educators the facts they need for today's educational environment.

Joseph Ballard, CEC's Director of Public Policy, and **Cassandra Rosado**, Public Policy Analyst, update CEC members on current legislation and public policy issues and provide strategies to get involved in the legislative process. Ballard and Rosado travel to CEC conferences and meetings to explain what is going on in Congress and local governments, as well as CEC's position on different issues and proposed legislation.

Jacki Bootel, CEC's Policy Specialist for Field Operations, adds the essential ingredient to members' advocacy success. She helps members learn the skills they need to communicate their position to policymakers. Her hands-on sessions involve numerous activities to help members become comfortable—and successful—when advocating for their beliefs. Bootel's strategies work at all levels of policy decision making and government—from the federal government to the school principal.

John Davis, CEC's Director of Standards and Accreditation, often travels to universities to conduct workshops on meeting CEC/NCATE accreditation standards. Topics covered include: a review of each guideline, an explanation of what each guideline means, what should be included in each guideline, and examples of successful and unsuccessful items. The workshops involve an open discussion of the standards and expectations so each faculty member can incorporate strategies to meet those goals in their daily and yearly planning.

Grace Zamora Durán, CEC's Director of Membership, meets with CEC units to help them develop membership recruitment strategies, identify potential members, and meet current member needs. In addition, she helps unit officers prepare an action plan for the year, tailor the plan to their local needs, and identify issues of concern to the unit's membership. Durán's workshops also cover: leadership training, developing agendas and running business meetings, initiating collaboration activities with other CEC units, updates on special education issues and how they impact the local level, and an overview of CEC and its structure.

Karen Vermaire Fox, CEC's Coordinator of Student Activities, concentrates on membership and leadership activities for Student CEC. In addition to speaking at federation conferences, she conducts smaller sessions for students. Student CEC chapters or federations can call on her to help them develop their strategic plan and decide what speakers, events, committees, etc., they would like to have—as well as techniques to ensure they are successful. In addition, she works with Student CEC members to develop leadership skills through interactive sessions that explore leadership styles, group dynamics, and motivation.

Lynn Malarz, CEC's Director of Professional Development, and **Brian Carroll**, Education Specialist, help CEC units with all aspects of their professional advancement programs. Malarz assists units with planning and conducting conferences, staff development, and other strategic programs. She also makes presentations at CEC events on special education issues, including working in an inclusive school environment, mediation, and school reform.

Continues on page 3

Awards Nominations Due

Deadlines for CEC Awards nominations are coming up. Make sure CEC receives your nomination on time.

Due November 4, 1995
- CEC Research Award

Due November 17, 1995
- Clarissa Hug Teacher of the Year Award
- J. E. Wallace Wallin Award
- CEC Outstanding Contributor Award
- CEC Business, Agency, and Community Award.
- Outstanding Public Service Award

Due December 11, 1995
- Outstanding Student CEC Undergraduate and Graduate Member of the Year Awards.
- Susan Phillips Gorin Award
- Student CEC Graduation Awards
- Student CEC/FEC Ethnic Diversity Scholarship.

For nomination forms, call 703/620-3660

Carroll often works with CEC units to help them develop planning strategies for CEC events including locating speakers, topic selection, and training methods. He also conducts workshops on current issues such as transition, collaboration, and assessment.

Shelia J. Mingo, CEC's Director of Multicultural Concerns, is available to help CEC units enhance their awareness of multicultural needs and concerns, increase multicultural participation in CEC activities, and develop inclusive materials and products. Mingo conducts small group training and makes presentations at conferences.

Bruce Ramirez, CEC's Associate Executive Director, makes special presentations for CEC activities and conferences. He often speaks on the future of special education, special education and diverse populations, and trends in special education. In addition to addressing these topics, Ramirez tailors his presentation to his audience so that it will be meaningful and informative.

Fred Weintraub, CEC's Senior Director of Publications and Professional Standards and former Director of Governmental Relations, is available for training and general presentations. His expertise includes special education law and policy, school reform, certification, teacher evaluation and retention, and trends and futures issues in special education. Weintraub's motivational presentations result in renewed commitment for the field and the profession.

To schedule a CEC staff member to work with your CEC unit or group, just call the individual who best meets your needs. Generally a month's notice is appreciated for scheduling. And, of course, all CEC staff are here to answer your questions or help in any way we can. To reach any member of the CEC Headquarters staff, call 703/620-3660. ■

Each One, Reach One Extended!

Due to the overwhelming response we have gotten from Each One, Reach One, CEC is extending the membership campaign through December 31, 1995!

By participating in the Each One, Reach One campaign, you can earn free membership, publications, and convention registration. And, you'll help build a stronger association to help individuals with disabilities.

Now is the perfect time to bring new members into CEC. To help you and your unit develop winning recruitment strategies, CEC offers a number of resources guaranteed to attract new members, including:

- Membership recruitment campaign guidelines.
- Camera-ready copies of applications for professional, student, and associate members.
- Membership benefit cards.
- Recruitment resources.

To receive your free resources, write to CEC, 1920 Association Drive, Reston, VA 22091, call 800/845-6232, or, for immediate service, call CEC's new Facts by Fax: 703/264-9420.

Each One, Reach One Going Strong!

The competition is heating up! Though the Dogwood Chapter still retains its status as the Each One, Reach One leader, you'll see some new CEC units are moving into the top spots. Make sure your unit is here in November!

Our current leaders in the Each One, Reach One campaign are:

- **Dogwood Chapter #685 in GA**
- **Northern Nevada Chapter #438 in NV**
- **University of South Florida Chapter #399 in FL**
- **Ball State University Chapter #320 in IN**
- **Orange County Chapter #188 in CA.** ■

inside

OCTOBER 1995 VOL. 2 NO.4

CEC Today is published by
The Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091-1589.
Telephone 703/620-3660, TTY 703/264-9446,
lyndav@cec.sped.org

CEC Today is not copyrighted. Members are encouraged to copy and disseminate information in this publication.

CEC President: Diane Johnson

Interim Executive Director: Nancy D. Safer

Editor: Lynda C. Voyles

Contributing Editors: Jacki Bootel, Department of Public Policy; Jean Boston, Publications and Professional Standards; Jane Burnette, Grants and Contracts; Brian Carroll, Professional Development; Grace Zamora Durán, Membership; Karen Vermaire Fox, Student CEC; Jeanne Glover, Membership; Shelia Mingo, Ethnic and Multicultural Concerns

Phonological Awareness Key to Reading Success 1
CEC Warns Against Consolidating IDEA's Support Programs 1
CEC Headquarters Staff Works for You 2
Advocacy in Action 4
Student CEC Spotlight 6
Canada 7
October Is National Disabilities Employment Month 7
Division Focus 8
Professional Advancement 10
Member to Member 12
Speaking Out 14
Block Grants Block Progress of Special Education
Classified Ads 15
Calendar of Events 16

Advocacy in Action

At the time this issue went to press, many questions about what the components of the reauthorization of the Individuals with Disabilities Education Act (IDEA) will ultimately look like and how much money IDEA programs will receive during FY 1996 were still unresolved. An overview of pending legislation and CEC positions follows.

CEC Opposes House Proposal to Link IDEA Reauthorization to Block Grants

CEC strongly opposes the Committee on Economic and Educational Opportunities' proposal to link the reauthorization of the Individuals with Disabilities Education Act (IDEA) with the Education Reform Consolidation Grant (ERCG). CEC further urged Congress to strike the repeal of the Jacob K. Javits Gifted and Talented Students Education Act from ERCG.

ERCG is the controversial House proposal to combine more than 40 education programs, including Goals 2000, the Title II Professional Development program, the Safe and Drug Free Schools Act, the Javits Gifted and Talented program, and others, into one large group for funding.

If IDEA remains tied to ERCG as one bill, IDEA could fail to be reauthorized should Congress defeat the grant reform proposal. Although Part B (grants to states) is permanently authorized, Parts C-H (grants for support programs) need to be reauthorized this year. Congress has said it would seek an separate extension bill for IDEA if ERCG is defeated. Though the House supports tying the two bills together, the Senate has said it will consider IDEA individually.

"IDEA, which has retained bipartisan support for 20 years, should move through Congress on its own," said Nancy Safer, CEC's Interim Executive Director. "CEC does not want special education to be held hostage to the House consolidated grant proposal. Linking IDEA and ERCG is not an advisable approach for consideration of either legislation."

Reauthorization of IDEA

The House Committee on Economic and Educational Opportunities has released a draft version of their changes to Parts A, B, and H of IDEA that will be incorporated into their overall bill to reauthorize IDEA. The Republican draft bill would change eligibility requirements, the funding formula, the least restrictive environment, the issues surrounding disciplining students with disabilities, and attorneys' fees. The Committee was expected to take up the bill after the August recess.

The Senate is expected to have a draft of its bill by October 15. The authorization for IDEA Parts C through H expires on October 1, 1995. Because appropriators have indicated their willingness to continue to fund the programs past the reauthorization deadline, it is unclear whether or not the House or Senate will need to introduce extension bills.

Reauthorization of Vocational Education

Before debating the comprehensive welfare reform bill (S. 1120) on the Senate floor, Republican majority leader Senator Dole (R-KS) attached the Workforce Development Act, S. 143. The Workforce Development Act consolidates over 90 job training programs, including the Perkins Vocational and Applied Technology Educa- tion Act, and is now Title VII of the welfare reform bill.

CEC strongly opposes this move because it may allow funding intended for vocational education to be used for other purposes. We also are wary of vocational education being tied to a welfare reform bill that has enough troubles of its own. CEC will work with the education community to keep the Workforce Development Act separate from the larger debate on welfare reform.

The House went to August recess without floor action on their Consolidated and Reformed Education, Employment, and Rehabilitation Systems Act (CAREERS Act), H.R. 1617.

Senate Restores Funding to Special Education!

CEC congratulates CEC members who worked to ensure that funding for special education was not lost. All your phone calls, personal visits, letters, and faxes made a huge difference, and the Senate Appropriations Subcommittee recommended $3,245.45 million for the Individuals with Disabilities Education Act (IDEA), $152 million more than the House appropriations! Under the Senate proposal, *all* IDEA programs would continue to receive funds for FY 1995.

Next we must convince the House and Senate conferees to approve the Senate numbers during the House and Senate conference.

Program (*in millions*)	**Senate Bill**	**House Bill**	**FY 1995**
State and local Grant Program (Part B)	$2,323.84	$2,323.84	2,322.92
Preschool grants	360.41	360.41	360.27
Early Intervention (Part H)	315.75	315.75	315.63
Deaf-blindness	frozen at FY 95 levels	12.83	12.83
Regional Resource Centers	6.64	0	7.22
Severe Disabilities	frozen at FY 95 levels	10.03	10.03
Early Childhood Education	frozen at FY 95 levels	0	25.17
Emotional Disturbance Projects	frozen at FY 95 levels	4.15	4.15
Postsecondary Education Programs	frozen at FY 95 levels	8.84	8.84
Secondary education and transition	frozen at FY 95 levels	23.97	23.97
Innovation and development	14.00	0	20.64
Special education technology	9.99	0	10.86
Media and Captioning	frozen at FY 95 levels	19.14	19.14
Personnel development	frozen at FY 95 levels	0	91.33
Parent training	frozen at FY 95 levels	13.54	13.54
Clearinghouses	1.99	0	2.16
Special Studies	3.83	0	4.16
Javits Gifted and Talented Programs	3.00	3.00	4.92

Welfare Reform

Though the Senate attempted to pass S. 1120, the welfare reform bill, before its August recess, it could not reach a consensus. S. 1120 would drastically change many social services programs. Included in the bill are changes to the Supplemental Security Income program for children with disabilities and changes to the school lunch and breakfast programs. It is expected that when the Senate returns from recess, Senator Dole will try again.

Supplemental Security Income (SSI)

Unlike the House, the Senate would not block grant this program. The Senate would continue the Social Security Administration's (SSA's) direct benefit to children with disabilities but would change the definition for those eligible for benefits.

The current definition of disability for SSI eligibility requires that a child have a physical or mental impairment expected to last at least 1 year that substantially reduces the child's ability to function independently, appropriately, and effectively when compared with other children of the same age or is expected to result in death. If a disability cannot be found solely on medical grounds (meeting a listingof medical disabilities established by SSA), the SSA must evaluate how the impairment affects the child's ability to function. This is called an individualized functional assessment (IFA).

The Senate bill would change the definition to require a recipient to meet two marked impairments as the standard for qualification. The House bill would require a child who is currently receiving services to have an impairment that meets or equals an impairment specified in the SSA listing of impairments to continue to receive services.

The House bill would require new recipients to have an impairment that meets or equals an impairment specified in the SSA listing of impairments *and* have a disability so severe that the child is institutionalized or would require institutionalization if the child were not receiving personal assistance required by the impairment. Both bills would repeal the IFA.

The Senate bill also requires a study of the disability determination process under SSI and establishes a National Commission on the Future of Disability to examine the growth in the program and to make recommendations. ■

....

Consolidation, *from page 1*

development, research to practice, parent training centers, and technology development and educational media services.

Though CEC recommends against combining these programs into authorities, CEC has provided the administration with recommendations if it approves such legislation.

"CEC believes the current funding mechanisms have done much to promote excellence in special education," said Joseph Ballard, CEC's Director of Public Policy. "They ensure the development and advancement of best practices throughout the nation. Consolidation would erode much of the progress we have made in the field and deprive future generations of students and teachers of the best we can give."

Impact on Special Education

Because special education students are protected by Public Law 94-142, which guarantees students with disabilities the right to a free and appropriate education, they are somewhat protected from consolidation. States or local districts cannot stop providing services to these students.

However, consolidating IDEA's support programs can affect the quality of services students with special needs receive. Special education experts say consolidating these programs can undercut the heart of special education innovation and progress. Special education would lose its national focus, they added. Because states will try to identify supply and demand for services and earmark their monies for local needs, they will fail to look at the bigger picture and see how the field is moving, explained

Continues on page 15

CEC Needs You!!

CEC is looking for members to provide input on the development of grass-roots advocacy training materials. We need people who are familiar with the legislative process and adult learning techniques and who have access to e-mail over the Internet.

Now is your opportunity to ensure that CEC members' views are heard during the development of such critical and needed materials!! Contact CEC today!

Name:
Phone:
Job/Position:
E-Mail Address:
Address:

Send to: Jacki Bootel, 1920 Association Drive, Reston, VA 22090-1589, or jackib@cec.sped.org

Block Grants vs. Consolidation

In a block grant, several separate programs that have similar purposes are combined into one large program with one set of requirements. They generally require less specific regulation from the federal government and give state and local officials administering the federal programs greater flexibility.

Proponents say block grants allow local governments to be more responsive to the needs of their constituents and save money. Because block grants require less administrative work, they are less expensive than the current competitive grant process, according to block grant supporters.

Block grant opponents contend that states will be asked to do more with less money. Opponents also fear that many programs—especially those that are expensive or serve a small percentage of the population—will be cut as states determine where to spend their limited funds.

Program consolidations also attempt to reduce the number of programs and reduce federal spending. However, in program consolidations, uses of funds are not as broad as in block grants and specific activities are required.

The New Student CEC Definition—A Change for the Better

BY MICHELLE KLEI

Attend a Student CEC meeting and you may be surprised. Instead of the traditional college student, you'll see many who have passed the landmark 21 years. In fact, the average age of our student members is 28.

Many other aspects of student membership have also changed. Most college students support themselves. Plus, the high demand for special educators means that people enter the profession without certification. Many teach full-time and pay full-time tuition to earn certification.

To meet the needs of our student population, Student CEC proposed a new student definition. The new definition will allow more individuals to qualify as Student CEC members, including those who work full-time in the education profession. The Delegate Assembly will vote on the definition in Orlando, FL, April 1-5, 1996.

The Definitions

The New Student CEC Definition

A student member shall be a person enrolled in the Council who is a full-time student during the academic year as defined by an accredited college or university or a person enrolled in the Council who is a part-time student not engaged in full-time employment as a certified professional in the field of education.

The Current Student CEC Definition

A student member shall be a person enrolled in the Council who is in attendance during the academic year at an accredited college or university and who is not engaged in full-time employment in the education profession.

How the New Definition Works

Although the new definition appears to be exclusive, it is actually more inclusive. Following are some scenarios that demonstrate how the definition will help to meet the needs of our student members. In the first three examples, the students would not qualify as CEC student members under the current definition.

- **Scenario 1**: Devon is a full-time student at Medgar Evers University in New York City. Her degree program requires that she attend school full-time and work full-time in education. Her chapter is just getting started and represents one of 17 active chapters at historically Black colleges and universities. Under the new definition, Devon, and all the members recruited to make the chapter active, could be CEC student members.
- **Scenario 2**: Jane, a full-time student, attends California State University at Fresno. She is one of 160 graduate students in special education. Jane, with 98% of her classmates, works full-time in special education. Under the proposed definition, Jane and all 160 of her classmates could be student members of CEC.

The California State University, Fresno Chapter, has been inactive for 4 years because the current definition does not meet the needs of the students participating in their degree program.

- **Scenario 3**: Derek, a paraprofessional working full-time in education, attends Texas A&M University as a part-time student. While earning his certification, he is active in the Texas A&M Chapter and would like to serve as chapter president. As an associate member, Derek is not entitled to vote and receives only one of CEC's journals. Under the proposed definition, Derek can be a student CEC member.

Even though Derek works full-time and attends school part-time, he is not a certified professional. Therefore, he would qualify for student membership under the proposed definition.

- **Scenario 4**: Kathy is earning her master's degree as a part-time student at the University of Iowa and is a member of Black Hawk County Chapter #88. She has been teaching full-time for 3 years.

Kathy is a certified professional. She is a member of a professional chapter and does not qualify for student status as a part-time student since she is working full-time in the field of education as a certified professional. Thus, Kathy cannot be a student member of CEC.

The strength of the proposed definition lies in its inclusive policy. It includes more students than the current definition. Due to changes in economics, the rising cost of higher education, and the high demand for special education teachers, the definition must be changed.

Our delegates need to vote in favor of the proposed definition. If the Delegate Assembly passes the proposed definition, it will go into effect immediately and CEC will have more student members.

As educators, we strive to meet the needs of our students by modifying, adapting, and including them whenever possible. As CEC members, we must meet our student members' needs. We can do this by adapting the current definition to meet those needs and include as many students as possible. ■

Michelle Klei is a member of the University of South Florida-Tampa Chapter #399. She is working on her bachelor's degree in special education, with a concentration in behavior disorders.

Student CEC Awards Packets Are Out

Want to recognize your advisor for his or her outstanding contribution to Student CEC? Know a student deserving of the Outstanding Student CEC Member of the Year Award? Want to apply for the Graduation Award or the Student CEC Ethnic Diversity Scholarship?

Get a copy of the Student CEC Awards Packet from your chapter president, and begin the nomination process today. All applications are due by Monday, December 11, 1995.

Canadian Recruitment Campaign a Winner!

We are pleased to announce the Canadian CEC recruitment campaign was a huge success. Our Canadian members demonstrated their dedication to children with disabilities and CEC by working diligently to increase CEC membership.

The membership drive, which began on October 31, 1994, and ended on June 30, 1995, produced several winners. The **British Columbia Federation** led the Canadian federations with a 10.88% increase in membership, and the **Quebec Federation** finished in second place with a membership increase of 5.62%. **Student Chapter #753**, won the chapter competition with a 325% increase in membership.

Other chapters that showed significant growth over this period include:

Chapter #585, Ontario
Chapter #1187, Manitoba
Chapter #834, Ontario
Chapter #9, Ontario
Chapter #447, British Columbia
Chapter #950, Saskatchewan
Chapter #543, Ontario

The Canadian Membership Drive proved to be fun and profitable. In addition to attracting new members, Canadian CEC now has the foundation to develop new strategies for membership growth across Canada.

Be sure to come to our Institute Meeting in British Columbia, October 19-21, 1995, to see our winners receive their prizes. The British Columbia Federation will receive a laptop computer, carrying case, and printer; and Chapter #753 will be awarded a computer and carrying case. ■

October is National Disability Employment Awareness Month

The theme for October 1995 National Disability Employment Awareness Month, "Profit from Our Experience," gives us an opportunity to celebrate the accomplishments of special education and the disability rights movement.

Graduation rates and employment rates have increased as a result of the Individuals with Disabilities Education Act (IDEA), said Education Secretary Richard Riley. The percentage of students with disabilities in the freshman college cohort has tripled since 1978. Fifty-seven percent of youth with disabilities are competitively employed within 5 years of leaving school, in contrast to an employment rate of only 33% for those who have not benefitted from IDEA.

Compare the future of today's students with the current state of adults with disabilities who did not benefit from IDEA.

- The number of Americans with disabilities (49 million)—equals the combined memberships of the AARP, AFL-CIO, and AMA.
- Over 60% of working-age Americans with disabilities are not in the work force either full- or part-time.
- Lack of labor force participation of people with disabilities costs the U.S. over $200 billion annually.
- Average earnings of those with disabilities who work are 35% less than those of workers without disabilities.
- Sixty-eight percent of actual job accommodations for persons with disabilities cost the employer less than $500.

For those who wish to celebrate National Disability Employment Awareness Month, fact sheets and posters are available free from the President's Committee on Employment of People with Disabilities, 202/376-6200.

Curent trends show that our students have a brighter future due to the efforts of special educators. ■

Canada Plans Exciting Lineup for CEC's 1996 Convention

Canadian CEC will bring a series of special sessions to CEC's annual convention, April 1-5, 1996, in Orlando, FL. Topic leaders will present workshops identifying areas of interest that are relevant especially to education in Canada. We are pleased to announce the following workshop leaders will join CEC in Orlando:

- Meeting the Needs of Exceptional Students in Non-Standard Settings, *Tom Tupper, British Columbia.*
- Working with Parents—Trying to Please Everyone in an Exclusive School Setting, *Larry Langon, London, ON.*
- Rights for Students with Disabilities: A Canadian Perspective, *William Smith, Montreal, Quebec.*
- Behavior Disorders in Canada, *Don Dworet, St. Catherines, ON, and Art Rathgeber, North Bay, ON.*
- Developing a School District Plan to Ensure that Multicultural Diversity Is Addressed, *Paul Sherratt, Stratford, ON.*
- Impact on Children Who Witness Violence in the Home: A Canadian Perspective, *Norman Carlie, St. John's, Newfoundland*

Watch for further details in upcoming issues of *CEC Today*.

Wanted!

Members for a new CEC focus group on culturally and linguistically diverse opinions and viewpoints. The focus group will explore new research and techniques and participate in program planning, product evaluation, etc.

Now is your opportunity to ensure multicultural perspectives are heard throughout the education community. Sign up today!

Name:
Job/Position:
Address:
Phone:
Ethnicity:

Send to: Shelia Mingo, 1920 Association Drive, Reston, VA 22091-1589, FAX: 703/264-9494, or e-mail at sheliam@cec.sped.org

Division Focus

CASE

The Council of Administrators of Special Education

November 16-18, 1995, will mark the fifth annual CASE International Conference on Public Policy in Special Education. For reservations, call the CASE office at 505/243-7622.

Through the early fall, the CASE office and members worked on the reauthorization of IDEA and the appropriations process. Thank you to the thousands of CASE members who helped by explaining to their Congressional Delegation the importance of continued funding for direct services to students with disabilities and our support programs. CASE members have also provided valuable input as proposals for the reauthorization are examined and new language is drafted.

In late August, the CASE Policy and Legislation Committee met in Reston, VA, to begin developing a resource guide for administrators to assist them provide services to students with difficult to manage behaviors.

Also, CASE and the Technology and Media Division are developing materials to assist administrators and Individualized Education Program (IEP) teams incorporate assistive technology for students. Watch your CASE Newsletter for further updates on these exciting activities.

The CASE Institute on SED, "Managing Tough Kids," will be held in Clearwater Beach, FL, on February 14-16, 1996. Registration brochures were included in the September/October CASE Newsletter. If you need additional registration brochures, please contact the CASE office.

CCBD

The Council for Children with Behavioral Disorders

CCBD has two new products. The seven-volume mini-library, developed in conjunction with CCBD's upcoming conference, covers timely issues such as best practices for managing adolescent behavior, early interventions for students at risk of behavior disorders, effective teaching for appropriate behaviors, programs for students with behavior disorders in inclusive schools, teacher mediated behavior management strategies, and types of youth aggression and treatment. Cost: $39 before October 1, $72 after October 1. #D5137

CCBD's second new publication from its Fall 1995 forum is *Perspectives on Aggression and Violence in the Schools*. Cost: $13.95 #D5138 To order, call 800/CEC-READ.

CEC-DR

The Division for Research

CEC-DR is co-sponsoring the Teacher Educators for Children with Behavior Disorders (TECBD) National Conference on Severe Behavior Disorders of Children and Youth, to be held November 17-19, 1995, in Tempe, AZ. James Kauffman will be the featured speaker. Plus, a research strand of presentations on issues and needs for research on the education of children with emotional and behavioral disorders, including the topics of academic problems, classroom management, social skills training, functional assessment, social validity, aggressive behavior, prevention, and teacher education will be presented. For more information, Call Jane McAuliffe, 602/497-8526.

CEC-DR's Executive Board's fall meeting, to be held at the conference, will focus on strategies to maintain advocacy efforts for federal support for special education research.

CEDS

The Council for Educational Diagnostic Services

CEDS' third international topical conference, "Jazzin' Up Assessment III," will be held on November 8-11, 1995, in New Orleans, LA. For information, call 404/438-0664.

DCCD

The Division for Children's Communication Development

CEC members can receive copies of the following back issues of DCCD's topical journals for the cost of postage and handling only:

- Making Collaboration and Consultation Models Work.
- Communication Behavior.
- Ethnographic Inquiry.
- Service Delivery.
- Whole Language.

To obtain a copy, contact Don Tibbits, Central MO State University, Warrensburg, MO 64093.

DCCD co-sponsored the "Consortium of Educational Organizations on the Preparation and Use of Support Personnel in Communication Intervention" with CEC and the American Speech-Language-Hearing Association. At the meetings, representatives began developing guidelines for the education, use, supervision, and hiring of speech- language support personnel working in educational settings. Guidelines are expected to be completed this fall and circulated for field review in October.

DCDT

The Division on Career Development and Transition

DCDT offers leadership opportunities for members. Contact the DCDT subdivision representative for your state to find out about leadership opportunities in state subdivisions and the national organization:

- Northeast, Jim Heiden, 414/546-3000.
- Southeast, Carol Ellington-Pinske, 813/757-9360.
- Northwest, Shep Seigel, 206/439-6909.
- Southwest, Bob Detweiler, 505/662-4136.

Have you noticed that DCDT has a new logo? Copies of the logo for state activities are available via a MAC disk. Contact Sharon deFur, 804/225-2702, for information.

Attend DCDT's fall international conference, "Spectrum of Career Development: Focus on the Individual," October 19-21, 1995, in Raleigh, NC. Topics include transition planning, postsecondary programs, family and student empowerment, leadership, policy, and more! Call 800/767-9111 for registration.

DEC

The Division for Early Childhood

DEC launched a major campaign in response to the House bill cutting all funding for IDEA early childhood research and development and personnel training. Shortly after the bill was passed, DEC sent out an all-member alert to notify DEC members of this threat to early childhood services and asking members to:

- Join the DEC CAN (Children's Action Network).
- Ask their U.S. senators and the members of the Senate Appropriations Committee to ensure the restoration of IDEA funds.

- Visit representatives and senators during their August recess and ask them how they voted and why.

Other suggestions for positive action included writing a letter to the local newspaper, recruiting new DEC members to help fight this threat, and even asking for donations to help DEC replenish the treasury, which will not be able to withstand these challenges!

The DEC 1995 Conference, to be held in Orlando, FL, in November 1995, is drawing near. Attendees will hear speakers such as Valora Washington describe the initiatives in early childhood diversity issues. Also, Beth Harry will speak on using research to show professionals how to build effective bridges between themselves and families. Contact the DEC Conference, 410/269-6801, to register.

DDEL

The Division for Culturally and Linguistically Diverse Exceptional Learners

Help other educators learn about your successful teaching strategies by publishing your work in DDEL's publication, *Multiple Voices for Ethnically Diverse Exceptional Learners*. Contact Bridgie Alexis Ford, 216/972-6734.

MRDD

The Division on Mental Retardation and Developmental Disabilities

MRDD's Board and Critical Issues Committee has developed position statements on a number of important topics related to mental retardation and developmental disabilities. Some of the statements have been expanded into articles and published in MRDD's journal, *Education and Training in Mental Retardation and Developmental Disabilities*.

Issues that MRDD is reviewing or expanding include: assistive technology, inclusive practices, employment preparation and management of paraeducators and support staff, dealing with secondary curricula, and policy issues for students with MRDD.

Board-approved MRDD position statements appear in our newsletter, *MRDD Express*. For more information, contact: Darlene Perner at 506/444-4732, pernerd@nbnet.nb.ca; or David Smith, at 803/777-6585, dsmith@ed.scarolina.edu.

MRDD is planning its Fifth International Conference on Mental Retardation and Developmental Disabilities to be held in Austin, TX, October 11-13, 1996. Proposals should be submitted to Linda Easton, 313/944-9500.

Reading, *from page 1*

esteem, and other problems that accompany poor reading ability, he said.

"CEC supports the in-depth research that leads to innovative and effective teaching strategies for reading and other academic skills," said Nancy Safer, CEC's Interim Executive Director. "This type of outstanding work reflects the continued need for support for research in special education.

"CEC also applauds the Department of Education's efforts to encourage effective reading practices. This national effort will help all students achieve academically and reinforce the importance of education to our nation."

Identifying Students with Poor Phonological Awareness

Researchers have developed some simple tests to determine if a child has difficulty with phonological awareness. The tests, which can be used with children at age 5 and older, also accurately predict reading difficulty in high school students.

One indicator of poor phonological awareness is the inability to perform rhyming tasks. To rhyme, a student must (a) understand that a word such as "cat" has three sound units and (b) understand there is a boundary between "c" and "at". Difficulty dividing words into syllables also indicates a problem with phonological awareness. This skill reveals a student's understanding of spelling patterns and the way words are constructed.

In addition, decoding and/or reading single words slowly and inaccurately can signal a lack of phonological awareness.

Two assessment measures that screen for development of phonological awareness are available. *The Test of Phonological Awareness* by Joe Torgesen, professor at Florida State University and member of CEC Chapter #311, and his colleague Brian Bryant, assesses students' phonological awareness through the third grade. A second test, by Torgesen and Rick Wagner, is more comprehensive and will be forthcoming soon. Both are available through Pro-Ed in Austin, TX, 512/451-3246.

Intervention Techniques

Researchers recommend that students who experience reading problems should receive specific instruction in phonological awareness. Sample exercises include:

- Expose children to nursery rhymes to highlight how sounds are stripped from words and replaced with other sounds to make new words.
- Teach phoneme segmentation: What sounds do you hear in the word *hot*?
- Play oddity games: Which last sound is different in *doll, hop,* and *top*? Which middle sound is different in *pin, gun, bun*?
- Play sound to word matching: Is there a /k/ in *bike*?
- Work on sound isolation: What is the first sound in *rose*?
- Teach blending skills: What word do the sounds /m/ /a/ /t/ make?
- Teach children to tap out the number of syllables in a word such as *backyard* or the number of sounds in single syllable words such as *mat, pin, big*, etc.
- Play syllable/phoneme deletion games: Say *backyard*. Now say *backyard* without the *back*. Say *cat*. Now say *cat* without the /t/ sound.
- Use chips or markers to represent syllables or sounds in words.

The Skills Essential to Reading

In addition to phonological awareness, researchers have identified eight additional skills a student needs to read successfully. They are:

- Learning print awareness—Recognizing and naming letters, letter sounds, and the alphabet. This skill also involves helping children become aware of the many ways print is used in their environment (signs, books, advertisements in stores).
- Writing letters to recognize shapes.
- Learning letter sounds.
- Associating alphabetic symbols with words—Progress from learning individual letter sounds to blending letter sounds together to form words.
- Developing decoding and word recognition skills (sounding out words)—Give students a comprehen-

Continues on page 15

CEC's Professional Development Series—

Your Blueprint for Success in Today's Classrooms with Today's Students

Learn the latest information on topics that can help your students—and you—succeed. Join CEC and our nationally-known presenters for this powerful series.

Choose any two of the following:
- **Functional Skills for Transition: Life Centered Career Education**
- **Assessment for Early Intervention: A Speech and Language Emphasis**
- **Inclusive Practices: Collaborating for A Purpose**
- **Instructional Strategies for Students with Severe Emotional/Behavioral Disabilities**

Where: Wilmington, Delaware
When: November 16-17, 1995

Tuition:	CEC Member-	$199.00
	Nonmember -	249.00
	Student Member -	150.00

Call 800/224-6830 to register today!

Don't Miss the October/November *EC!*

The October/November issue of *Exceptional Children* has many articles our readers will find informative and useful, including:

- Peer collaboration leads to reduced referral rates and increased confidence in handling classroom problems.
- High school students with learning disabilities who were served in separate classrooms tell us what they think about integrating general and special education students.
- Strategies to promote relationships between students with severe disabilities and students without disabilities in inclusive classrooms.
- Program and policy development variables that can predict the participation of students with all types of disabilities in postsecondary education.
- Consensus on transition outcomes and interventions, as well as barriers to social integration in employment contexts.

ERIC—A Continuing Source of Information

CEC is pleased to announce that The Educational Resources Information Center (ERIC) system appears to have escaped the budgetary axe that threatened funding for the OSEP-sponsored clearinghouses. ERIC is funded by the Office of Educational Research and Improvement (OERI) and since 1994 has reported to its new administrative home at the National Library of Education (NLE).

This past year, ERIC published several new digests that will be of interest to special educators and service providers, including:

- Assistive Technology for Students with Mild Disabilities (Michael Behrmann), E529.
- Connecting Performance Assessment to Instruction: A Comparison of Behavioral Assessment, Mastery Learning, Curriculum-Based Measurement, and Performance Assessment (Lynn Fuchs), E530.
- Creating Meaningful Performance Assessments (Stephen Elliott), E531.
- National and State Perspectives on Performance Assessment (Martha Thurlow), E532.
- Using Performance Assessment in Outcomes-Based Accountability Systems (Margaret McLaughlin and Sandra Hopfengardner Warren), E533.
- Vocational Support Strategies for Students with Emotional Disorders (Cathy Schelly, Pat Sample, and Julia Kothe), E534.
- Overview of ADA, IDEA, and Section 504 (Kelly Henderson), E537.
- Academic Interventions for Children with Dyslexia Who Have Phonological Core Deficits (Julie Frost and Michael Emery), E539.

Each digest costs only $1.00. To order, send digest/research brief number(s) and payment to: The Council for Exceptional Children, Dept. K51031, 1920 Association Drive, Reston, VA 22091. Please add $2.50 for shipping and handling on all orders. ■

CEC Co-sponsors Technology Conference

CEC has joined other major education associations to co-sponsor the National School Boards Association's Institute for the Transfer of Technology to Education (ITTE). The three-day Technology + Learning Conference will be held October 25-27, 1995, in Atlanta, GA.

Conference participants will have an opportunity to explore a wide range of technological innovations, including the nuts and bolts of technology planning, introduction to the Internet, the pros and cons of various distance learning systems, using electronic portfolios in student assessment, and how to prepare a bond issue to fund technology.

In addition, school technology specialists and other experts will tell how they've used distance learning, on-line resources, fiber optics, telecommunications, and other technologies to improve learning and streamline management tasks in their school districts.

Plus, exhibitor workshops feature instructional solutions such as:

- Making home/school communication a reality.
- An electronic chronicle—4 years of high school life on CD-ROM and illustrated with portfolios of students' work.
- Creating 21st century classrooms today—how more than 500 urban, rural, and suburban schools nationwide are integrating technology, curriculum, and professional development.

Be sure to stop by the CEC Booth and catch up on CEC and The Technology and Media Division events and activities.

For more information, call ITTE Director, Cheryl Williams, at 703/838-6213. ■

Gifted Institute Develops Strategies to Nurture Giftedness

Educators, parents, and others interested in gifted education gathered for a usual—but hopefully inspiring—seminar. To their surprise, they were greeted not by easels, overheads, and reading materials but the classical strains of a piano and violin.

The crowd gathered to enjoy the musical performance and discovered the talented musicians were E.J. Ganuelas and Yoko Sakata—two primary school children.

Thus began CEC's Symposium on Curriculum for Nurturing Giftedness in Young Children, held in Washington, DC, in August. One significant outcome of the symposium was that participants agreed that education for young children should emphasize nurturing giftedness and developing talent as well as maximizing recognized gifts.

Though giftedness requires some inherent ability, it depends on the child's experiences, context, and interaction with a subject, field, or domain to develop, the participants said. Since curriculum determines how children interact with fields of knowledge, it also influences how, or whether, potential giftedness will develop, they concluded.

This challenges the historical idea that giftedness is an inborn or inherited trait that blossoms into adult performance regardless of educational and environmental input.

Some of the suggestions made by educators were simple but not often practiced, like excusing students from lessons when they have already mastered the learning objective. Other suggestions such as improving the integration between assessment and curriculum proved to be more complex.

Yoko and E.J. drove home the point that some young children have such highly developed knowledge and skills in specific areas that the general curriculum cannot meet their needs. Often, curriculum for gifted children offers little or no learning opportunity in their area(s) of expertise. The young musicians illustrated the need for strong and specific support for students who are developing gifts and talents.

Although E.J. and Yoko are developing musical talents, they are analogous to children who excel in math, reading, or any other endeavor.

To disseminate the ideas generated at the symposium, many of its leaders provide training for teachers and others interested in developing curriculum for this population. They will offer training sessions in 2-day institutes sponsored by The Association for the Gifted, the Division for Early Childhood, and The National Training Program for Gifted Education. For more information on these programs and CEC materials on gifted education, call 703/264-9463. ■

School-to-Work Transition

Life Centered Career Education

Regional Training

A complete program to help you give your students the skills they need to make the transition from student to adult, from school to work and postsecondary education

Call now! 800/224-6830

Where:

Kansas City, MO
October 19-20, 1995

Orange County, CA
January 26-27, 1996

Tuition:
Members.........$199
Nonmembers. .$249

A Special Institute for Gifted Education!

CEC presents: Curriculum for Nurturing Giftedness in Young Children (K-3)

Learn the latest strategies for gifted education from nationally-known educators, authors, and other dedicated professionals like yourself. Join us:

Seattle, WA
October 13-14, 1995
Best Western Airport Executel

Tuition:
$149 - U.S.
$195 - Canada

Call today! 800/224-6830

TAKE IT FOR *granted*

Bilingual Education—To develop bilingual education or alternative instructional programs for limited-English-proficient students including early childhood, gifted and talented, and vocational and applied technology programs. Deadline: January 26. Eligibility: One or more local education agencies collaborating with higher education institutions, community-based organizations, or state education agencies. Contact: Petraine Johnson, 202/205-8766.

Technology, Education Media, and Research to Promote Literacy: To examine how technology and educational media and materials can address illiteracy among individuals with disabilities. Deadline: November 13. Eligibility: State and local education agencies, higher education institutions, and other public or private nonprofit organizations. Contact: Claudette Carey, 202/205-9865.

Program for Children and Youth with Serious Emotional Disturbance—To improve special education and related services to children and youth with serious emotional disturbance. Deadline: January 12. Eligibility: State and local education agencies, higher education institutions, and other public or private nonprofit organizations. Contact: Tom Hanley, 202/205-8110.

What Do Administrators Want from Special Education Teachers?

BY WILLIAM HEALEY

When teachers are asked what they want from administrators, many say they want administrators to recognize and appreciate what they do, facilitate their role as teachers, support them, and provide leadership through creative problem-solving that will enhance their efforts to meet the diverse needs of children and parents.

To enhance the relationship between teachers and administrators, it seems appropriate to ask administrators what they want from special education teachers.

To answer this question, CEC Today *asked CEC member William Healey, who spent 17 of his 27 years as an educational administrator working in the schools, his thoughts on the subject.*

Work with Your Administrator

Teachers strengthen the ability of an administrator to direct school programs appropriately and effectively when they help foster a mutual relationship of respect, cooperation, and creative collaboration to achieve shared goals. In this era of receding resources, teachers can assist administrators by conservatively identifying the essentials they require to meet needs and be effective, efficient, and economical.

Also, teachers enable administrators to spend more time addressing the quality of the educational program with staff and parents when they know and comply with special education and regulations, as well as school policy and procedures.

Personal Commitment to Every Child

Teachers can help administrators assure parents that school personnel will know and do everything reasonably possible to provide an appropriate education for each child. An indispensable teacher is one who cares about every child, regardless of race, gender, ability, linguistic difference, or any of the myriad variables that cause a teacher to say, "that child is not my responsibility!"

By never placing an administrator in the position of explaining to a parent why a staff member doesn't care enough about a child to be helpful, a teacher enhances the administrator's—and the school's—credibility.

Learn from Your Mistakes

Though research has given teachers strategies for effective teaching and administrators insights into effective schools, many of the achievements and failures in education continue to result from "trial and error." Teachers who reflect on their work help administrators improve schooling by learning from and not repeating their errors. This needs to be a shared goal of teachers and administrators.

Become a Resident Expert

Administrators need to know that their teachers continue their own education. New knowledge is exploding across so many areas of special education that administrators must have highly reliable sources with current, accurate information available to them and the school staff. Many teachers can become "resident experts" in specialty areas and remain on the cutting-edge of comprehensive programming.

Teachers who continue to enhance their levels of knowledge and skill help administrators advance the quality of schooling. However, for resident experts to truly be an asset, administrators must establish a system that not only uses such teachers appropriately but provides incentives for them to find purpose and pleasure in sharing their expertise.

Problem-Solving

Often, teachers are the first persons to perceive a problem or identify needs. It helps administrators when teachers give rapid—but not premature—reports of potential problems and significant needs. By reporting in an orderly, detailed manner a perceived problem or need and amassing as much accurate information as possible to help the administrator determine expeditiously if a real problem or need exists, a teacher can promote a smoothly operating school system.

With an effective system of communication, teachers also can be a rich source of practical alternatives to solving problems and meeting needs.

Community Involvement

Special education needs effective representatives to develop community understanding and support. Teachers may be the best ambassadors, after positive parents, for special education. They can help administrators expand their advocacy by seeking and assuming positions on corporate and other community boards or becoming committee members, officers, and speakers for civic/social organizations.

Professional Organizations

Teachers bring tangible and intangible benefits to their schools when they participate actively in professional organizations like CEC. These organizations give teachers formal and informal opportunities to increase levels of knowledge. Further, teachers acquire additional knowledge as they engage in discussions with persons nationally and internationally who have similar and different approaches to special education.

In addition, specialized conference presenters give teachers first-hand information that may be used to enhance teaching and learning. Participation in these events increases a teacher's professionalism; and administrators and other teachers, as well as children and parents, should profit.

Hopefully, schools of the future will have increased capability to compensate personnel for costs they experience by becoming and remaining broadly and deeply involved in the professional demands of special education.

Get to Know Your Administrator

Small school districts may present opportunities for teachers and administrators to know each other and learn what is mutually necessary—and helpful—in a manner that is not possible in very large districts.

However, some of the expectations, principles, and needs can be applied to all districts. Teachers can help administrators by developing a consensus regarding their preferences for such essentials as communicating general information; establishing new procedures; resolving issues; providing support for professional growth opportunities; and obtaining essential information, supplies, and equipment in a timely manner.

Also, teachers can compile questions that ask for details about the administrator's management style if the administrator does not voluntarily communicate that information.

Open the Lines of Communication

Keeping the lines of communication open with your administrator works to the advantage of both. However, with today's tight schedules and/or negotiated agreements with professional unions, that can be difficult to arrange. Administrators may appreciate it if the members of departmental units can meet with them regularly for general discussions on significant topics.

We're All in This Together

What can teachers do to help administrators? The time to ask this question is when the answer is unclear or unknown. Perhaps the more appropriate question is "What is mutually helpful?"

Many administrators, like teachers, suffer from excessive work demands and experience burnout. When both try to ease the pressures and facilitate success for each other, the development of an esprit de corps can become a reality. Empowering and enabling people to do their best work in a cohesive environment should not be an impossible dream. It should be a reachable goal when administrators and teachers mutually expect, offer, and receive ethical treatment enriched by trust, integrity, loyalty and, at a minimum, the rewards of pleasure and pride in a cooperative accomplishment. ■

William Healey stresses that his responses reflect his thoughts only but are based on his understanding of various organizational and educational research findings combined with his personal experiences. Healey currently serves as Chair of the Department of Special Education including School Psychology at the University of Nevada, Las Vegas.

CLIP AND SAVE

EXTRA credit

Connecting Schools to the Information Highway—*Connecting the Nation: Classrooms, Libraries, and Health Care Organizations in the Information Age* is a compilation of information on connecting schools and other organizations to the information superhighway. For a copy of the free report, contact Emilio Gonzales, Commerce Department, 14th St. and Constitution Ave., Room 4898, Washington, DC 20230.

Diversity Discussion List—Diversity Forum is a discussion list for open dialogue concerning diversity issues and a resource for up-to-date information on conferences, books, professional publications, and reviews of articles and research papers. To subscribe, send an e-mail to: MAJORDOMO@IGC.APC.ORG Leave the subject line blank. In the body of the message, type: SUBSCRIBE DIVERSITY-FORUM. Do not enter any other text after Diversity-Forum.

Audubon Adventures—Audubon Adventures is an elementary school program for scientific discovery. The program includes six issues of *Audubon Adventures*, a nature/environmental newspaper, leader's guide, and club membership card for each student. The newspaper is available in English and Spanish. Cost: $35 per classroom. Contact: Audubon's National Center for Environmental Education, 613 Riversville Rd., Greenwich, CT 06831 or 203/869-5272.

Braille Dictionary—*The Braille Enthusiast's Dictionary* is printed in regular print and facsimile Braille. It includes more than 29,000 English words with their correct representation in Braille. Cost: $45.00. To order, contact SCALARS Publishing, 615/371-0205.

CEC honor roll

Donald M. Casey, Jr., special education teacher in Monroe, CT, and member of CEC Chapter #224, received the 1995 Weller Outstanding Teacher Award from the Monroe, CT Board of Education School Administrators. Casey was chosen for this honor for his project, "Discovering New Class Heroes and Heroines," a multidisciplinary program that enhances students' research skills, self-esteem, and knowledge of role models.

Ludmilla Ross Coven, member of CEC Chapter #57, was honored for her doctoral dissertation, "Profile of Promise: Students with Learning Differences Prepare for Optimal Foreign Language Learning." Coven's dissertation was selected as the Kappa Delta Pi Educational Foundation Distinguished Dissertation for 1995.

Grace Zamora Durán, CEC's Director of Membership and member of CEC Chapter #192, won a scholarship from The Banff Center for Management. Durán was chosen to participate in this prestigious program for her professional accomplishments and published works on special education.

Block Grants Block Progress of Special Education

BY SUSAN FOWLER

Block granting funds to states is not new. This funding mechanism has served special education for more than 20 years. What is new is the Office of Special Education's (OSEP's) proposal to fund special education's discretionary programs—support programs such as research, professional development, etc.—by block granting.

Current Funding for Support Programs

Historically, Congress has funded support programs through the Individuals with Disabilities Education Act. These funds have been made available on a competitive basis to applicants (e.g., state departments, universities, disability organizations, etc.) that demonstrate their expertise through a grant-writing process. An external panel of experts rates the quality of proposals submitted and reviews the applicants' creative and innovative ideas and expertise. The most highly rated applications are funded.

These funds have provided the backbone for special education services by developing and providing the knowledge, personnel training, and technical assistance necessary to ensure that direct service monies are spent in ways that promote high quality service to children and their families.

Wide Ranging Effects

Proposals for merging support grants with direct service delivery funds as part of a block grant process will result in wholesale changes (even complete elimination) of funding levels. An overview of the effects of block granting involves:

- **Funding Levels**—It is unlikely that the current amount of targeted research and development (R&D), training, and technical assistance monies would be retained if funds are aggregated into block grants. It is easier to reduce a single block grant than to eliminate many smaller programs with strong constituency support. As pressure mounts for states to provide more direct service funds, funds that are block granted will likely be absorbed for direct service or eliminated.
- **Impact of Funds**—Distribution of monies on a state-by-state basis will significantly reduce the impact of funds. States will focus on problems and issues that represent their immediate concerns, and the field will lose focused efforts to solve problems of national significance. States are unlikely to invest in coordinated R&D or personnel training efforts.
- **Bureaucracy**—States will duplicate the infrastructure provided by OSEP by hiring additional staff. Furthermore, staff in many states are already overextended and are unlikely to have the capacity to ensure a competitive application and review process for the distribution or monitoring of the use of funds.
- **Quality**—The existing application and review process safeguards quality efforts. Historically, changing funding of projects from competitive to block granting has resulted in lowered quality and standards or the use of funds for prevailing political purposes.
- **Diversity**—The federal process ensures that funds are set aside to include underrepresented populations in support programs, as well as to assure that issues of cultural and linguistic diversity are considered in projects related to professional preparation, research, and demonstration. This effort is unlikely to occur on a state-by-state basis.
- **New Knowledge**—The U.S. leads the world in the knowledge about disabilities. Examples of breakthroughs in the field include:

1. Programs for children with severe behavior disorders reduce school violence by teaching children and families strategies for managing behavior problems.
2. Early intervention and preschool programs for children with autism facilitates language acquisition, self-help, and social skills.
3. A developmental and ecological approach in the care of premature infants in neonatal intensive care units has enhanced parent-infant bonding and improved health and developmental outcomes in infants.
4. An exploration of social relations in the workplace for young adults with disabilities has led to a greater understanding of the importance of friendships and social skills in job retention.

These types of programs and knowledge cannot continue without federal commitment and funding.

Funding of Support Programs Must Continue to Be a Federal Activity

Maintaining a federal focus allows applicants to address areas of need that likely would not be addressed through state level funding. Currently, funded projects focus on hundreds of questions that will improve the lives of children and youth with disabilities and their families.

While Part B (grants to states) and H (infants and toddlers) funds promise access to services for all eligible children and their families, support funds promise substance—the theories and concepts undergirding services and new and effective practices for improving services. Support funds provide the promise of positive outcomes based on carefully researched practices, as well as solutions to new and emerging problems that jeopardize school success and independent lives for our most vulnerable children.

These funds are most likely to focus on a range of critical issues if they remain at the federal level for distribution across a number of support programs: R&D, professional training, technical assistance to states, dissemination, and parent training. If funds are block granted to states, we run a clear risk of losing funds and focus. ■

A member of CEC's Advocacy and Government Relations Committee, Susan Fowler is the department head of Special Education at the University of Illinois in Champaign-Urbana. She is a member of CEC Chapter #51.

Consolidation, *from page 5*

Deborah Smith, Regents Professor at the University of New Mexico and member of CEC Chapter #301.

Without a national vision, special education would lose model innovative practices and training programs that have led to the development of transition practices, demonstration training for early childhood, and other best practices used throughout the U.S. and Canada today, according to experts. Programs for low incidence disabilities—deaf and hearing impaired, blind, physically impaired—are particularly at risk, they said. For example, regional programs for low incidence disabilities, which are funded by the federal government, are too expensive for universities to house state by state, Smith said.

Many special educators also expressed concern for the future of personnel preparation if the discretionary programs are consolidated. Not only could students in higher education programs lose federal support, they could lose the advantage of studying under the nation's top instructors. Currently, special education leaders often relocate to other universities across the nation to share their knowledge and skills, a mobility that would be lost under consolidation and state competition for funds.

In addition, funds could be shifted away from higher education programs altogether for direct inservice provisions, said Philip Burke, chair of the special education department at the University of Maryland, College Park, and member of CEC Chapter #263.

"Support for state graduate programs should not be sacrificed to accomplish inservices. We should be in the situation to do both and not have to choose between them," Burke said.

Funds for research could also be curtailed by block granting, resulting in a fragmented and disjointed body of knowledge of special education, said special educators. Few states would have the resources to fund extensive special education research efforts, research could undergo needless duplication, and results would be difficult to duplicate or disseminate. ■

Reading, *from page 9*

sive system of decoding techniques, including instruction in word families, decoding strategies, and practice writing letter/sound correspondence.

- Identifying words in print accurately and easily—Provide opportunities to apply letter/ sound correspondences in words that occur in text. Text should include only words that do not violate the pattern learned.
- Knowing spelling patterns—Reinforce letter patterns by spelling simple words.
- Comprehending language—Create opportunities to discuss the main parts of stories, relate information presented in books to other events, and ask questions about what events in the story mean.

Students of Diverse Cultures

Teaching phonetic awareness to students of diverse cultural backgrounds proves helpful with some ethnic groups. For example, students of Hispanic heritage often respond well to this technique because the Spanish language correlates directly to phonics, said Elba Reyes, assistant professor at the University of Arizona, Tucson. Children from diverse backgrounds who learn a different dialect may also profit from phonological instruction, according to Lyon.

However, for students whose language does not follow phonological roots, phonological interventions are not as effective, said Reyes. Some Native American peoples whose language is conceptual exemplify students who need other types of reading instruction.

OSEP plans to conduct a synthesis project to address students from diverse cultures in the future.

Reading Campaign

The reading outreach campaign provides parents, educators, and other service providers with research-based principles for teaching reading, an understanding of what children need to become good readers, and techniques to help young children develop the abilities they need to read successfully.

The campaign makes technical assistance available to teachers, curriculum specialists, administrators and school district personnel through a group of researchers they can call for information, advice, and consultation.

In addition, information packets are available through the ERIC Clearinghouse on Disabilities and Gifted Education to assist parents and teachers in their efforts to help children become good readers. These packets include ERIC Digests on reading instruction, a resource guide of organizations, activities, and publications about reading instruction; a bibliography of reading materials; and information about how to reach the technical assistance team.

For more information, contact the ERIC Clearinghouse on Disabilities and Gifted Education, 800/328-0272. ■

Classified Ads

Attend The Miller Method for Children with Autism and Pervasive Developmental Disorder Workshop, New York, NY, Oct. 16-17, 1995, and Pittsburgh, PA, Oct. 30-31, 1995. Sponsored by the Language and Cognitive Development Center, Inc. Introduces language with directed body action in a way that parallels typical development, allowing children to integrate signs, words and pictures with their actions. Tuition for professionals: $225/both days, $125/one day; for parents: $170/both days, $95/one day. CEUs available. Contact Nancy Anne Turner, Coordinator, at 800/218-LCDC or FAX: 617/522-9631.

12th Annual Conference, National Assn. for the Dually Diagnosed (Mental Illness/Mental Retardation) COLLABORATION: The Essential Element, 29 November - 2 December 1995. Radisson Twin Towers Hotel, Orlando, Florida. For additional information, call: 513/223-8008.

CALENDAR OF CEC *events*

october

October 12-14, 1995
Saskatchewan CEC Conference, "Partnerships Under Construction," Delta Bessborough in Saskatoon, SK. Call: Jean Lendzyk, 306/554-2262.

October 12-14, 1995
Florida Federation Annual Conference, "Preparing for the 21st Century: Choices and Challenges," adam mark Hotel, Daytona Beach, FL. Call: Ray Peetz, 813/361-6544.

October 13-14, 1995
CEC Institute for the Gifted: Curriculum for Nurturing Giftedness in Young Children (K-3). Best Western Airport Executel, Seattle, WA. Call: Jay McIntire, CEC Headquarters, 703/264-9463.

October 19-20, 1995
LCCE Regional Training: Life Centered Career Education. Kansas City Marriott, Kansas City, MO. For registration information, call: CEC, 800/224-6830.

October 19-20, 1995
Nebraska Federation Conference, "Reclaiming Our Youth," Kearney, NE University of Nebraska. Call: Marv Alff, 402/557-2607.

October 19-21, 1995
DCDT Eighth International Conference, "Spectrum of Career Development: Focus on the Individual," Raleigh, NC. Call: 919/328-6143.

October 19-20, 1995
Kansas Federation Conference, "Each One, Reach One: Change the World." Ramada Inn, Hutchison. Call: Francis Strieby, 913/367-6441 or Donna Gregory, 913/238-4408.

October 21, 1995
Maryland Federation Conference, "MSPAP Mysteries: Performance Assessment in Maryland," Best Western Maryland Inn, Laurel, MD. Call: Connie Russell, 301/449-5758.

October 25-27, 1995
1995 Technology + Learning Conference, Inforum, Atlanta, GA. Call: Liz Lahm, 703/993-3670.

October 25-27, 1995
Wisconsin Federation Conference, Oshkosh Hilton and Conference Center. Oshkosh, WI. Call: Jon McCluskey, 414/832-6130.

October 26-28, 1995
Ontario Federation Conference, "Today, Tomorrow, Together," Ottawa, ON. Call: Bob Goodson, 613/731-5989.

november

November 1-5, 1995
1995 Annual International DEC Conference, "Broadening Realities: Valuing Diversity," Buena Vista Palace, Buena Vista, FL. Call: DEC 1995 Conference, 410/269-6801.

November 2-4, 1995
Illinois Federation Convention, "Exceptional Teachers Empower the Children," Arlington Park Hilton, Arlington Heights, IL. Call: Jim Meeks, 217/782-5728.

November 2-4, 1995
Georgia Federation Fall Conference. Holiday Inn, Perimeter-Dunwoody, Atlanta. Call: William Whittaker, 404/696-9435.

November 3-4, 1995
New York Federation Convention, "Special Education and General Education: Working Together Toward the 21st Century," Radisson Hotel, Niagara Falls, NY. Call: Debbie Chicorelli, 716/688-9082.

November 8-11, 1995
CEDS Conference, "Jazzin' Up Assessment III," Monteleone Hotel, New Orleans, LA. Call: Gayle Szubinski, 404/438-0664.

November 8-11, 1995
TED Annual Conference, "Celebrating Diversity: Preparing Personnel for the 21st Century," Hyatt Regency, Waikiki, Honolulu, HI. Call: Mary Anne Prater, 808/956-7956.

November 9-10, 1995
West Virginia Federation Conference, Holiday Inn, Parkersburg, WV. Call: Cynthia Alkire, 304/684-2421.

November 11-13, 1995
Hawaii Federation Conference. Hyatt Regency Waikiki, Honolulu, HI. Call: Mary Jo Noonan, 808/956-7956.

November 16-18, 1995
CASE International Conference on Public Policy in Special Education. Red Lion's La Posada Inn, Scottsdale, AZ. Call: 505/243-7622.

january

January 11-13, 1996
13th Annual International TAM Conference, "Technology that Empowers." Austin, TX. Call: Dave Edyburn, 414/229-4821.

THE COUNCIL FOR EXCEPTIONAL CHILDREN
1920 Association Drive
Reston, VA 22091-1589

NONPROFIT
ORGANIZATION
U.S. POSTAGE
PAID
RICHMOND, VA
PERMIT NO. 930

Mickey, here we come! CEC's Annual Convention, April 1-5, 1996.

CEC today

EXCLUSIVELY FOR MEMBERS OF THE COUNCIL FOR EXCEPTIONAL CHILDREN

VOL. 2 NO. 5
NOVEMBER 1995

The Changing Role of the Special Educator

Special educators may be facing the biggest challenge of their careers. They entered the field with one set of expectations and are being asked to assume new responsibilities that were not part of their training. However, these challenges present new opportunities for professional growth and increase teachers' ability to impact the lives of children with exceptionalities.

Today's—and tomorrow's—special educators will have multiple roles, according to a number of individuals interviewed by CEC. In addition to working with students with special needs, they will expand their role as collaborator and consultant, and they can expect to work closely with other professionals.

"Enhancing the role of special education is a positive move for the field," said Nancy Safer, CEC's Interim Executive Director. "By increasing our interactions with other professionals and the community, not only will our students be better served in the classroom, they will also make an easier transition to the workplace and adult life."

Interviewees further predict that special education teachers will work with many different types of students. Rather than specializing in a specific area such as learning disabilities, they will have knowledge of a variety of learning problems. Some higher education programs are preparing aspiring special educators to serve students with mild disabilities *or* those with profound disabilities. Another possible development is that special educators will be certified in general, as well as special education, and will be able to cross from one area to another.

In addition, special educators will be knowledgeable about general education, its curriculum, and its student expectations.

Teachers will continue to collaborate with general educators as well as other professionals in the future.

CEC Sets Standards for the Future

"The growing expectation for special educators to play wider roles in the education of children with exceptionalities and our schools and communities is a positive reflection of the regard for the professional expertise we have to offer," said Fred Weintraub, CEC's Senior Director for Publications and Professional Standards. "However, to maintain this high regard and our professional integrity, we must assure that we practice within the scope of the knowledge and skills we possess, while continuing to acquire new knowledge and skills.

"While some states, provinces, and school districts, in order to meet per-

Continues on page 9

Do Your Students Trust You?

Educators who work with students of diverse cultures know they may have to surmount language barriers and/or cultural differences. What they may not realize is that they may also need to overcome feelings of distrust.

Though some students of diverse backgrounds make their feelings known by disruptive, disrespectful, or evasive behaviors, others hide their mistrust under a camouflage of open and sincere communication. But, the information they give teachers, social workers, psychologists, and other school personnel is incorrect, incomplete, vague, or misleading.

Many specialists in multicultural education agree that lack of trust in schools and teachers is a serious problem that affects a significant number of students of diverse backgrounds and their families. The result may be a decline in these students' achievement and possible misidentification of learning problems and/or ability. In addition, when student or family distrust leads to misinformation, schools can be prevented from

Continues on page 5

inside

Stress Management Techniques 2
Find the Right Grad School for You 6
Build a Positive Parent/Teacher Relationship 12

CEC headquarters

briefs

CEC welcomes several new members to its Headquarters staff. They are:

Victor Erickson, CEC's new Sales Manager, will sell advertising for CEC's journals, as well as exhibit space for the annual convention. A sales professional for the past 10 years, Erickson has worked with the National Institutes of Health, medical schools, and the biotechnology industry.

Sarah Conlon joins CEC as the Director of the National Clearinghouse for Professions in Special Education. Conlon has served special education in numerous capacities, including Education Program Specialist for the Division of Education Services and the Secondary Education and Transitional Services Branch for the Office of Special Education Programs (OSEP), and Education Program Specialist and Acting Chief, Severely Handicapped Branch, OSEP.

Margie Crutchfield is the new AskERIC Information Specialist. Crutchfield formerly served CEC as Information Specialist in The National Clearinghouse for Professions in Special Education and as Production Editor for *EC*.

Stephen Gregory comes to CEC as its new Director of Marketing. Previously, Gregory served as the Marketing/Communications Director of the International Fabricare Institute and as Membership/Advertising Sales Manager of the Community Associations Institute.

Judy Wald is the Research Associate for the National Clearinghouse for Professions in Special Education. Wald received her Doctorate of Philosophy, Special Education, Transition, Educational Leadership from the University of Florida. She has published several papers and is an accomplished presenter.

Open House—CEC held its first annual Open House on October 17, 1995. CEC invited educators, parents, and related service professionals from the metropolitan Washington, DC, area to visit CEC Headquarters and learn more about us and the many services we offer.

Top Ten Stress Management Tactics for Special Educators

BY SALLY PISARCHICK

By reducing the stress in your classroom, you can help your students be more receptive to instruction—and reduce the stress in your life. Following are some proven strategies that educators can implement immediately to lower tensions and create a more positive and pleasant classroom environment.

1. Manage to prevent—Build into everyday curriculum management skills related to holistic living. Help students learn to manage people, time, and money. This prevents learned helplessness and teaches students how to solve problems.

2. Work it out—When under stress, some students engage in unwanted, unwarranted, and unnecessary actions. Avoid discipline issues by recognizing and responding to excess energy that may become misdirected. Get students up and about. Moving large muscle groups and raising respiratory rates will alter blood and brain chemistry. For example, lead students in breathing exercises, yoga stretches, or deskside isometric exercises.

3. Talk it out—Help students express their feelings verbally. Teachers can use magic circles, masks, truth sticks, or symbols to encourage them to speak their truth.

4. Music hath charm—Develop a library of tapes to determine and shape mood and climate. Depending on the class—or day—educators may need music to step up the pace, as well as more serene selections to cool it down.

Educators can adopt a class "musical signal" for serenity and other desirable emotional procedures or build specific musical selections into daily rituals such as starting, stopping, or transitioning to an activity.

Students also respond well when educators ask students to suggest music and contribute to the library.

5. Touch it out—Create opportunities for students to have appropriate physical contact. Teachers can set up play or ritual activities in which students can safely touch each other, i.e., "high fives," hand clasps with partners, serial back massages, hand-to-hand communication, etc.

6. Read it out—Select needs-based appropriate stories to directly and indirectly entertain and inform students. Call your friendly librarian for suggestions.

7. Teach it out—Bring as much novelty, variety, and excitement into the curriculum as possible. Try to make your lessons come alive. For example, if your class is studying Patrick Henry, dress like Patrick for a day.

Educators can also use direct or didactic instruction (moral or lesson) to address specific issues that affect the class or individual students.

8. Write it out (or draw depending on age)—Use whatever media: fingerpaint, newspapers, or magazines for collages that excite and motivate students or open channels of communication.

9. Snap it out—Catch it with a camera. A Polaroid can be used effectively to stage or catch mug shots to drive home a point. Photos can capture happiness; sadness; and on-task, off-task, or other behaviors. Photos can help students better understand body or other languages or reinforce positive or negative activities.

10. Think it out—Use positive or successful thoughts to help students deal with sadness or depression. For example, a student and teacher can rethink a

Continues on page 3

It's Your Call!

CEC offers you a unique—and money saving—long distance phone service. CEC members can receive the lowest off-peak long distance phone rates of any major calling plan and earn money for CEC at the same time.

CEC's Members' Long Distance Advantage (MLDA) program gives you:

- Up to 25% off on long distance calls.
- Additional hours of off-peak service: MLDA lowest evening/weekend rates start at 5:00 p.m. during the week and are in effect all weekend.
- Free customized calling cards.
- 24-hour operator assistance and customer service.
- Free switch-over fee (up to $5.00).
- No minimums, monthly fees, or restricted calling circles.
- Satisfaction guaranteed—if you are dissatisfied at any time, simply switch to another carrier.

And, every call benefits CEC. With this unique phone service, CEC receives a percentage of your long distance charges to use to support our programs and services.

You can take advantage of CEC's MLDA phone service—and support CEC—today. It's your call!

For information, call 800/435-6832. ■

Stress, *from page 2*

student's strong points. Also, the educator can teach/practice writing or reciting areas in which a child is successful. Or, list areas in which a student has accomplished something worthwhile and of which they can be proud or areas of improvement. These lists can be posted or kept in a private place to be used to reduce a student's anxiety or motivate him or her toward new goals.

Sally Pisarchick is the Director of Project Prepare at the Cuyahoga, OH Special Education Service Center and a member of CEC Chapter #13. She will conduct a workshop on stress management at CEC's 1996 convention. ■

Give a CEC Gift Certificate!

CEC Gift Certificate Order Form

Your Information

Name ____________________

Address ____________________

Home # ____________________

Work # ____________________

Gift Recipient's Information

Name ____________________

Address ____________________

Home # ____________________

Work # ____________________

TOTAL DUE: $20.00

Check (in U.S. Dollars) Visa Master Card

Card No. Expiration Date

Signature Daytime Telephone#

CEC will complete: Auth. # Ref. #

Send with payment to: The Council for Exceptional Children, P.O. Box 79026, Baltimore, MD 21279-0026, or Fax form to: 703/264-9494.

Need a holiday gift idea? A CEC $20.00 gift certificate is a magnificent way to show you care about a friend, colleague, student, spouse, parent, and/or paraprofessional. CEC products can help enhance their professional development, and CEC membership provides a network of people who work with those who have disabilities and/or are gifted.

Just mail or fax the form above to the address provided, and CEC will send a certificate to your gift recipient. Certificates can be used for the purchase of: membership fees, publications, workshops and training, and convention registration.

Buy a CEC gift certificate today, and get your shopping done early! ■

inside

NOVEMBER 1995 VOL. 2 NO. 5

CEC Today is published by
The Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091-1589
Telephone 703/620-3660, TTY 703/264-9446
lyndav@cec.sped.org

CEC Today is not copyrighted. Members are encouraged to copy and disseminate information in this publication.

CEC President: Diane Johnson

Interim Executive Director: Nancy D. Safer

Editor: Lynda C. Voyles

Contributing Editors: Jacki Bootel, Department of Public Policy; Jean Boston, Publications and Professional Standards; Jane Burnette, Grants and Contracts; Brian Carroll, Professional Development; Grace Zamora Durán, Membership; Karen Vermaire Fox, Student CEC; Stephen Gregory, Marketing; Jeanne Glover, Membership; Shelia Mingo, Ethnic and Multicultural Concerns

The Changing Role of the Special Educator *1*
Do Your Students Trust You? *1*
Top Ten Stress Management Tactics *2*
Member Benefits *3*
Advocacy in Action *4*
Student CEC Spotlight *6*
Brenda Robbins Bolsters Support for Special Education *7*
Canada *7*
Division Focus *8*
Professional Advancement *10*
Member to Member *12*
Speaking Out *11*
Can the "Color-Blind" Teacher Be an Effective Teacher?
Classified Ads *15*
Calendar of Events *16*

Advocacy in Action

Congressional Action

FY 96 Appropriations

In the October issue of *CEC Today*, we reported that the Senate Appropriations committee passed a bill restoring funding to special education. The Senate bill recommended $3,245.45 million for Individuals with Disabilities Education Act (IDEA) programs, $152 million more than the House appropriated. Although the Senate proposal cuts $7.4 million overall from the FY 1996 funding level for special education, all IDEA programs would continue to receive funds for FY 1996. (For details concerning House and Senate funding measures, see the October issue of *CEC Today*.)

At the time this issue of *CEC Today* went to press, no further action on education funding had occurred. Amendments added to the Senate's appropriations bill for the Education, Labor, and Health and Human Services (HHS) Departments, as well as Congressional wrangling over the budget, have delayed the Senate's passage of this legislation.

Even if the Senate gives the bill its stamp of approval, the House and Senate must reach an agreement on funding levels before the conferenced bill is sent to the President for his signature. CEC is continuing to work with Congressional members to ensure that education receives appropriate funding.

We urge CEC members to contact their Congressional representatives and stress the importance of IDEA's special purposes programs for training, research, information, and technology, as well as the the need for federal involvement in the research and development of gifted programming.

The above scenario is only one option Congress may consider. Appropriations funding may take an entirely new direction. Another possiblity is that funds for all appropriations bills that have not yet been signed into law—including the Senate Labor, HHS, and Education bill—could be reallocated. The funds for these pending appropriations bills would be reallocated according to negotiations between Congress and President Clinton. If this major reallocation occurs, CEC will encourage every member of Congress to give additional resources to education programs, including special education, during the negotiation process.

Keeping the Federal Government in Business

Because Congress did not pass the FY 1996 spending bill by the October 1 deadline, it passed a measure to continue funding for federal programs until November 13. Under this plan, programs receive at least 90% of their fiscal 1995 levels.

If Congress and the President cannot agree on education spending, they may revise the short-term extension to apply for the rest of the fiscal year—a solution that has been used in the past.

Reauthorization of the Individuals with Disabilities Education Act (IDEA)

At press time, neither the House nor Senate Republicans had introduced a bill to reauthorize IDEA. It is unclear whether the House and the Senate will be able to pass legislation this year.

House Action: In addition to the release of a draft for Parts A (administrative provisions), B (grants to states), and C (early intervention for infants and toddlers), the House Committee released a draft of "Part D" that would consolidate the current 14 special purposes programs into one part. Part D would be divided into three subparts: State Program Improvement Grants for Children with Disabilities; Parent Training, Innovation and Research, Evaluations and Professional Development; and General Provisions.

CEC has consistently warned against consolidation, noting that all of the current programs were established to address a genuine need. CEC has also voiced concern over the House Committee draft. While CEC understands current pressure to consolidate Parts C through G of IDEA, (grants for support programs), CEC believes the House proposal would not meet the goals or purposes of these critical programs. The funding of the programs also seems to be in jeopardy in the draft language.

If Congress does proceed with consolidation despite CEC's warning, CEC is proposing language that would

CEC Fights for Vocational Education

Despite the opposition of CEC and other education organizations, in mid-October both houses of Congress passed bills that made the independent Perkins Vocational Education and Applied Technology Act part of a comprehensive vocational and job training bill. The new bill, called the Workforce Development Act, will now go to conference and then to President Clinton for his signature.

In this new proposal, CEC has made several recommendations for the Workforce Development Act to ensure students with disabilities receive vocational training. They include:

Recommendations from the Senate Bill

- States should retain funding formulas for vocational education that take into account the number of students with disabilities
- States must work to increase the academic skills of all students, including those with disabilities, in vocational education programs.
- States must develop and identify quantifiable benchmarks to measure progress toward meeting the goals for serving individuals with disabilities.

Recommendations from the House Bill

- Include students with disabilities in the definition of at-risk youths.
- Require an individual or individuals with disabilities to be on the Local Workforce Development Board.
- Allow eligible institutions to use funds for supplementary services designed to meet the needs of special populations and for the adaptation of equipment.

consolidate the 14 programs into four main authorizations: Improving Professional Practice for Children with Disabilities and Their Families; Developing Professionals for Children with Disabilities and Their Families; Informing and Assisting Parents, Consumers, and Professionals; and Improving State and Local Service Systems for Children with Disabilities and Their Families. CEC also would include minimum funding levels for certain groups served under the current authorizations.

Proposed Medicaid Changes Limit Services to Children with Disabilities

In current bills being considered in the House and Senate, Congress proposes that the federal government drop its responsibility for the health needs of indigent Americans.

In the Senate bill, states would be required to cover impoverished pregnant women, children below age 13, and low income persons with disabilities under Medicaid. However, many are arguing that it is not right for the federal government to make promises to these populations.

CEC supports the inclusion of persons with disabilities in the Senate bill and urges you to encourage your senators to require states to cover low-income persons with disabilities when the bill is debated on the Senate floor.

The House bill provides for no federal entitlements for people with disabilities. Instead, states could submit a plan applying for block-funded "Medigrant" monies. These funds would be used to provide state-defined services to anyone who meets state-defined eligibility requirements. States would determine eligibility standards, including standards regarding disability status.

CEC opposes the bill because it would eliminate Medicaid provisions allowing schools to be reimbursed for health care costs associated with the education of children with disabilities. It would also eliminate currently required Medicaid Early and Periodic Screening, Diagnostic and Treatment Program services. ■

Student Trust, *from page 1*

offering a student services he or she could profit from.

When a teacher works with students with disabilities from diverse cultures, he or she may have added burdens to overcome. Some diverse families may lose faith in the teacher or school, for they believe the educator is supposed to keep the child from needing special education services.

Others may doubt the effectiveness of special education because lack of resources may have caused their children to be moved from one program to another. This can result in minimal outcomes for the child. And, some families may not believe their child needs special services, for they see the child functioning in the community, interpreting language for his or her parents and handling other nonacademic tasks effectively.

Despite these suspicions, teachers can gain the trust of their diverse students and their families if they reach out to them. This involves two components. One, teachers must show that they are interested in learning about their students' cultures and working with their students and their families to develop a positive relationship. Two, teachers need to gain an understanding of how people from ethnic groups might respond when they feel alienated and develop strategies to work through those feelings, according to Shernaz Garcia, The Division for Culturally and Linguistically Diverse Exceptional Learner's past president and an assistant professor in special education.

"The burden is on the teacher and school," said Garcia. "Because they haven't done anything wrong, teachers may not see that. But they need to understand the distrust is not personal. It's directed at the institution."

Striking the right balance when working with students of diverse cultures can be a difficult task. Educators need to refrain from making assumptions about their students with diverse backgrounds. Instead, they must determine what each individual student needs to work within her or his cultural milieu, taking into consideration such factors as length of residency in the U.S., generational differences in attitudes toward school and school personnel, and gender.

However, educators from diverse cultures have developed some general guidelines educators can follow to help develop trust with their students and families of diverse backgrounds.

See Things from a Different Perspective

Though parents of diverse backgrounds may not seem to care when they do not respond to calls from the school, that is often a misperception. Cultural differences can influence the way parents react to school mandates or suggestions. Hispanic parents may not get involved in the school because they have been taught to believe the school knows best and they should not question the teacher's decisions, explained Hector Mendez, founder of Fiesta Educativa.

Other parents may have had negative experiences at school and have little reason to trust educational institutions. For example, African American parents are often suspicious that what is done in school is not in the best interests of their child, according to Cheryl Utley, Assistant Research Professor at the University of Kansas. Teachers may need to extend themselves to these parents. They need to continue to call and not give up so easily, she explained.

Find a Cultural Guide

One good way to learn how best to work with your students of diverse backgrounds is to find a resource from your students' community. Ask your resource the best way to approach your students and their parents, how to establish contact and make them feel welcome at the school, and what they value in their culture.

Show a Desire to Learn about Their Culture

Students of diverse backgrounds appreciate it when teachers show they are interested in and want to learn about their cultures. Teachers can demonstrate this by attending seminars and community events and asking their students

Continues on page 15

Find the Right Grad School for You

BY DIANE NOON

You want to go to graduate school, but you have no idea where to begin? Here are some tips and resources that will help you make your decision.

What Do You Want to Study?

First, you need to decide in what area of study you want to earn your graduate degree. If you aren't sure what program you want to enter, choose three areas you think would be appropriate for your career path and get some experience in each. You want to make sure that the program of study you choose will be interesting and benefit your career.

Where Would You Like to Seek Your Degree?

Once you have narrowed your areas of interest and are focused on a particular program, you need to decide where you want to go to school. Do you want to stay in your state or province or head to a new place? Are you feeling adventuresome or does the low cost of in-state tuition sound more appealing?

How Do You Find a School That Meets CEC's Teacher Preparation Standards?

Another factor you may want to consider is whether the school you choose has met CEC's Standards for the Preparation of Teacher Educators. To help you, CEC has compiled a list of all colleges and universities in the nation that meet CEC/National Council for Accreditation of Teacher Education (NCATE) standards. To receive a copy, call CEC's Facts by Fax, 703/264-9420; phone, 703/264-9466; or write to Professional Standards, CEC, 1920 Association Drive, Reston, VA 22091-1589.

How Else Can CEC Assist Me?

After determining the program you are interested in and the locations you would enjoy studying in, you should contact the National Clearinghouse for Professions in Special Education (NCPSE), housed at CEC Headquarters in Reston, VA. NCPSE's mission is to disseminate information regarding careers in special education and related professions such as occupational therapy, social work, and speech pathology.

When you contact NCPSE, you will talk with someone who can provide information about the different programs offered around the country, and he or she can put together an information packet for you. This packet can include descriptions of various careers within an educational setting, lists of accredited colleges and universities that offer programs in your area of interest, financial aid and federal grant information, and certification information. NCPSE also has an information sheet that identifies effective strategies for selecting a graduate school.

For students interested in learning more about specific careers in special education or related services, NCPSE can provide this information by state or on a national level. This includes information regarding specific college or university programs and disciplines of study, as well as contact numbers for further inquiry.

What Next?

Once you get your information packet, make some phone calls using the contact information provided by NCPSE. Talk with a member of the faculty to find out about the program—what are the program requirements, how many professors teach in the program, what are their research interests, where are students who graduate from this program employed? Ask for some names of students in the program so you can contact them and discover their perspective about the program as well—what are the professors like, what is the workload like, what are the pluses and minuses of the program, who is hiring graduates from this program?

When you are selecting an educational program, there are a number of factors to keep in mind. Make sure the institution is accredited. Look for programs that follow the federal and state compliance regulations. Check out support programs offered by the college or university you will attend, and make sure your coursework covers special education law, assessment, testing strategies, behavior management techniques, and specialized curriculum and instruction.

How Will You Pay for Your Education?

Financial aid packets are available from NCPSE. This information describes financial aid options, private opportunities for aid, and information about institutions that have federal grant money available for students.

Choosing the right school and program is not an easy choice. But your membership in CEC gives you access to the National Clearinghouse for Professions in Special Education. Give them a call at 800/641-7824, and begin your journey toward a very rewarding career.

Diane Noon is a member of The University of the Pacific Chapter #906 and serves as the CAN Coordinator for her chapter. She is currently in the master's program at UOP and will graduate in August 1996.

CEC's Directory of Programs for Preparing Individuals for Careers in Special Education *can also help. This valuable print resource and searchable diskette lists over 600 colleges and universities with programs in special education. It includes institution name, address, contact person, telephone, FAX, Internet, accreditation status, faculty size, program level, and areas of specialty. To order, call 800/CEC-READ. 256 pp #R5079D $75, Members, $52.50*

Awards Nominations Due!

Don't forget that the deadline for nominations and applications for Student CEC awards and scholarships is December 11, 1995. Nomination forms should be sent to Karen Vermaire Fox, 1920 Association Dr., Reston, VA 22091.

Send your information in today.

CEC's Brenda Robbins Bolsters Support for Special Education and Related Services Professionals

A musician and a music therapist, Brenda Robbins, CEC's 1995 Clarissa Hug Teacher of the Year, is used to being on stage. But on September 18-19, 1995, she made "capitol performance." Robbins spent 2 days meeting with congressional members and key Department of Education officials to garner support for special education.

Just a few of the administration staff she met with included Education Secretary Richard Riley; Director of the Office of Special Education Programs (OSEP) Thomas Hehir; and Education's Assistant Secretary for special education and rehabilitative services, Judith Heumann. Robbins also dropped in on Sen. William Frist, (R-TN), Chair of the Senate Subcommittee on Disability Policy and other Congressional leaders.

Throughout the meetings, Robbins stressed the importance of continued support for special education and its support programs, as well as for related services such as music therapy. Her comments were welcomed, and many of her listeners wanted to know more about the role related services play in the education of students with disabilities.

Robbins gave them first-hand accounts of how these programs augment the work done in the academic classroom and affect students from the elementary grades through adult education. Through music therapy and other programs, students learn life-long skills they will use in caring for themselves, on the job, in their family relations, and in the community, Robbins said.

While Robbins was teaching our Congressional members more about special education, she was also learning. She gained an appreciation for the impact individuals can have on government policies and came away inspired to take a more active advocacy role in her home state of Florida.

"I was glad I was able to further support special education and expand Congress' vision of the role of related service personnel in special education," Robbins said. "We all need to do better as teachers to inform them about what we do. If they (Congressional members) are in town, invite them to a performance or to visit your classroom. If more of us do that, Congress will have a better idea of what we're fighting for." ■

16 Things for Special Educators to Be Thankful For

- No fights have occurred while you were on bus duty.
- Your principal hasn't noticed that you don't have hall duty yet.
- Minimal spit play.
- No one has put wheels on your mobile classroom.
- No one has taken the wheels off your car.
- You haven't forgotten a parent meeting.
- You haven't lost your plan book.
- You haven't lost a student on a field trip.
- You haven't sat in any gum, perfume, Kool-Aid, water, etc.
- You haven't been locked out of your room.
- You haven't had to break up a fight.
- You haven't lost an IEP.
- The plaster hasn't fallen completely down from the ceiling.
- The faulty fluorescent light blinks only once an hour.
- You only had to put all your posters up once.
- You haven't been denied permission to attend CEC's convention in Orlando, FL.

Have a Happy Thanksgiving!

Canada Recognizes 1994-95 Award Winners

Canadian CEC would like to congratulate its 1994-95 award recipients. They are:

The Donald G. Warren Outstanding Achievement Award

Gordon J. Beckenhauer, Waterloo County Board of Education, was recognized for his outstanding contributions to the well-being of children and youth with exceptionalities.

Dr. John McIntosh Chapter Award

The University of Winnipeg Student Chapter #1140 for its achievements in community involvement and innovative activities.

Joan Kershaw Publications

- The Special Education Branch of the British Columbia University of Education, Victoria, B.C., for the publication of *Hard of Hearing Deaf Students: A Resource Guide to Support Classroom Teachers*.
- Karin Melberg Schwier, for the publication of *Couples with Intellectual Disabilities Talk about Living and Loving*.
- James F. Pittaway for his publication, *The Educational Assistant*.
- Norman Hadley for his publication, *Elective Mutism: A Handbook for Educators, Counselors, and Health Care Professionals*.

The CCEC Outstanding Student of the Year

Robb Ritchie, University of Winnipeg for his outstanding contributions to exceptional children and to Student CEC.

The CCEC Media Award

- Nova Scotia Provincial Transition Committee, Dartmouth, Nova Scotia, for its production of a video and accompanying manual, *Transition Planning in Nova Scotia*.
- Karen Taylor, for her *Deafness and Learning* resource package.

The CCEC Franklin Scholarships

- Heather Seiling, Occupational Therapy
- Lesley Gilchrist, Teaching
- Gina Galipeau, Occupational Therapy
- Suzanne Mahon, Social Work

Division Focus

CASE

The Council of Administrators of Special Education

The CASE Institute on SED, "Managing Tough Kids," is scheduled for February 14-16, 1996, at the Doubletree Surfside in Clearwater Beach, Florida. Presenters will be William R. Jenson, Ginger Rhodes, Ken Reavis, and Debra Andrews. CASE members should have received registration materials. If you need additional brochures, please contact the CASE office, c/o Jo Thomason, 615 16th St. NW, Albuquerque, NM 87194 or call 505/243-7622. The registration deadline is January 15, 1996, and attendance is limited to 130.

January 1, 1996, is the deadline for nominations. CASE is seeking nominations for the offices of President-Elect and Treasurer. Nominations are also being sought for the CASE Outstanding Administrator award and the Harrie M. Selznick Case Award for Outstanding Service. Nomination forms were included in the September-October CASE newsletter. Additional forms may be obtained from the CASE office.

CASE has continued to work actively on the appropriations bills for IDEA and the reauthorization legislation. CASE members are to be congratulated for their strong efforts on the appropriations process. The work of all CECers on behalf of students with disabilities has made the difference during the current Congressional session.

DCDT

The Division on Career Development and Transition

DCDT's recent conference, held in Raleigh, NC, gave educators a cornucopia of information and strategies—and inspired all who attended to continue to make a difference in the lives of children and youth with disabilities. We are prepared and ready to take new steps in our profession.

DCDT's Committee on International Issues, chaired by Carie Rothenbacher, gives members an inside view of how other countries address career development and transition issues for their children and youth with disabilities. In addition, the committee provides forums for members to share their experiences in other countries and offers opportunities for members to experience an international exchange program. For information, call 703/696-4493, ext. 451.

In December, you have a unique opportunity to travel with Sharon deFur, President of DCDT and other DCDT and CEC members to Beijing, People's Republic of China. Approximately 300 Chinese special education professionals will participate in joint meetings with CEC representatives from the U.S. and Canada. Call Richard Gargiulo, 205/934-3440, for information.

DEC

The Division for Early Childhood

DEC responded forcefully to the House's elimination of all funding for IDEA's Early Education Program for Children with Disabilities (EEPCD). EEPCD is the support program under IDEA that provides grants to conduct research, develop model programs, disseminate information, and provide technical assistance and training to promote quality services to young children with disabilities and their families. EEPCD has resulted in nearly all intervention methods, assessment procedures, curricula, models of service delivery, inservice training, and technical assistance in the U.S.

DEC fought against the funding cuts by:

- Issuing an unprecedented Action Alert to every DEC member.
- Surveying all 100+ EEPCD projects to ascertain their impact on services locally and statewide.
- Sending the survey results to all members of Congressional Appropriations Committees.
- Visiting, calling, and faxing members of the Senate Appropriations Committee urging them to restore EEPCD funding.

DEC summarized its survey of EEPCD projects into a "Q & A Fact Sheet" and sent it to all members of the Senate and House Appropriations Committees. The U.S. Senate fully restored EEPCD funding! DEC will continue to monitor these events closely.

DEC's 1996 conference will be held in Phoenix, AZ, December 7-11.

MRDD

The Division on Mental Retardation and Developmental Disabilities

MRDD would like to welcome Phil Parette, editor of the MRDD newsletter, *MRDD Express*. The *MRDD Express* is published three times a year to inform MRDD's membership of MRDD activities, update them on legislative and advocacy issues, upcoming events, student member initiatives, position statements, and current practices within the field. For information, contact Parette at 314/651-5048, FAX: 314/651-2410, or e-mail: C627eds@semovm.semo.edu.

MRDD's second publication, *Education and Training in Mental Retardation and Developmental Disabilities* (*ETMRDD*), is published four times a year. Its peer-reviewed articles provide a research-to-practice focus on the direction, implementation, and accountability of special education services and programs for individuals with mental retardation and developmental disabilities. Articles for review can be submitted to Stanley Zucker at 602/965-1449 (O) or 602/965-0223 (FAX).

MRDD also publishes books that focus on helping practitioners with skills and methodologies current in the field. For information, contact Tom E. C. Smith, 501/569-3016, FAX: 501/569-8694, or e-mail: TESmith1@ualr.edu.

Congratulations to Maureen Finnegan, MRDD's former student governor, who received the SCEC Outstanding Graduate Student of the Year Award.

MRDD is planning its Fifth International Conference on Mental Retardation and Developmental Disabilities, to be held in Austin, TX, on October 11-13, 1996. Proposals for the conference should be submitted to Linda Easton 1431 Hidden Creek S. Dr., Saline, MI 48176.

TED

The Teacher Education Division

The TED membership offers you an active, vibrant, professional group to network with and make new friends. With more than 3,000 members, there is always a new colleague with whom to engage in meaningful dialogue. TED focuses on personnel preparation and professional development. If you are interested in this area, please join us.

TED's membership has worked in the latter months of 1995 to influence our Congress people. Advocacy has been essential for appropriations and reauthorization of IDEA. As all CEC members know, this has been a difficult task this year. Our success depends on you.

TED recently formed a Diversity Task Force to address issues related to diversity in teacher education programs.

New Role, *from page 1*

sonnel shortages and new service delivery models would like to have special educators serve students with all diverse learning needs, we do not serve children and their families well if special educators become a jack-of-all-trades and a master of none."

CEC maintains that its new International Standards for the Preparation and Certification of Special Education Teachers sets forth the core knowledge and skills that all special educators must know and the additional knowledge and skills required for eight areas of specialization. While many special educators will want to master more than one specialization, we must not condone efforts to prepare or certify special educators to practice in areas they have not mastered.

Collaborator and Consultant

The trend toward co- and team-teaching is expected to continue and expand. Ultimately, special education teachers will participate in School-Linked Services Integration, according to Tom Skrtic, professor of special education at the University of Kansas. School-Linked Services Integration refers to a blending of education, social work, and health services, and may also include juvenile justice, vocational rehabilitation, and recreation. In this model, a team of professionals from different areas would personalize an array of services for the child with disabilities and his or her entire family.

Special educators may also act as "consultants" for a school or district. Special education teachers will continue to help general education colleagues develop techniques to work with students with disabilities, sharing information on different learning and teaching styles, as well as techniques to encourage positive co-teaching interactions.

In addition, they will be called on to give inservices or help someone who is brought in to give inservice training. The special educator could help consultants assess the needs of the school and offer suggestions so that the training meets those needs and that of the entire student population.

As more students receive special education services, special educators may function as roving teachers—much like speech pathologists—where they work with students and teachers at 3 or 4 different schools, said William Healey, chair of the Department of Special Education, University of Nevada, Las Vegas, and member of CEC Chapter #406.

In addition, the role of the special education teacher may cross over to adult education. As children with disabilities such as autism become adults, states are finding they must provide services for them, according to Healey. Some special educators will find this is an intriguing opportunity to explore.

Serving a Wider Variety of Student Needs

As more schools move toward inclusion, special education teachers will be expected to have expertise in a broad array of disabilities. For example, more special education teachers will specialize in students who have mild disabilities, serving those who have learning disabilities, mental retardation, physical disabilities, emotional/behavioral problems of a less severe nature, and, possibly, students at risk. Others will work with students with severe disabilities of various types.

Special educators also will provide services for students with more complex disabilities in the future, according to Candace Bos, professor of special education at the University of Arizona and Chair of CEC's Advocacy and Governmental Relations Committee. This will be due to more students who have learning difficulties resulting from fetal alcohol syndrome, prenatal drug exposure, and other problems that are arising in today's society, she explained. Plus, teachers will continue to work with an increasing number of students from culturally diverse backgrounds. ■

Preparing for Your New Role

To prepare for their expanded role, special educators will need a variety of new skills. Some recommendations include:

- Gain knowledge of instructional leadership—Learn management and communication skills, as well as knowledge about change and methods to facilitate change.
- Learn about collaboration and interpersonal skills.
- Broaden your knowledge of how to work with students with many different disabilities.
- Be able to provide numerous strategies to work with students with diverse learning problems.
- Increase your knowledge of the general education curriculum, students, and teacher expectations.
- Be able to make any subject "user friendly"—Be able to adapt materials and curriculum from academic subjects at all levels for students with disabilities.
- Be aware of pressures general educators face.

Effective Collaboration—Moving from Aide to Expert in the General Education Classroom

- Visit each other's classrooms—Teachers should see each other in their own environment.
- Talk to each other—General and special education teachers should discuss their philosophical beliefs concerning education and the types of educational practices they believe in.
- Move from theory to practice—Learn what each other believes about management and organizing content.
- Negotiate roles and responsibilities.
- Plan together—Coordinate what each will do in the class and what each feels comfortable with. Determine how each can use their expertise with the students.
- Provide opportunities for midcourse corrections—Talk about what is working, what isn't, and how to make your teaching stronger.

Source: Suzanne Robinson

Stocking Stuffers and Gifts for Under the Tree from CEC

- Felt tip pen/highlighter combo - pkg of 10 #B5103 $10
- Brushed Steel Ball Point Pen #B807 $9.50
- Member Lapel Tac #B820 $7.50
- Student Lapel Pin #B5104 $7.50
- Tote Bag #B844 $10
- Lunch Bag #B851 $7.50
- Long Sleeved Black T-Shirt, "Teach me your dance - I'll sing you my song." (L & XL) #B852 $22.50
- Short Sleeved White T-Shirt, "Teach a child to touch a star." (L, XL, XXL) B847 $15
- White Sweat Shirt, "Teach a child to touch a star." (L & XL) #B848 $25
- CEC Note Pads, package of eight #B802 $8
- Special Ed Ranger Audiotape #M5119 $11

To order, call 800/CEC-READ.

Join Us in Orlando

CEC's Annual Convention

Putting Magic into Learning

April 1-5, 1996

Make your plans now to come to sunny Orlando, Florida... five information-packed days ..... event-filled nights... the most important event for special education professionals in 1996!

- Hundreds of dynamic sessions with cutting-edge information.
- See the latest technology.
- Take time to visit Walt Disney World, Magic Kingdom Park, or some of the other spectacular attractions nearby.

Registef now... Be a part of the premier gathering of the top leaders in our field!

Call 1-800/224-6830 today!

Professional Development Series, Winter '95—It's Hot and It Sizzles!

Put the heat of the sun in your winter! Join us in Scottsdale, AZ, for CEC's Winter '95 Professional Development Series. While you soak up the Arizona sun, you'll learn specific instructional, planning, and management practices you can use to make your classes hot spots of learning.

CEC's Winter '95 Professional Development Series gives educators an opportunity to master their most difficult teaching challenges and network with the field's leading experts. Join us December 7-8, 1995.

Participants can choose 2 of the following workshops.

- **Keeping Students with Disruptive Behavior in the Classroom**, by Robert Rutherford and Sarup Mathur—A series of strategies to minimize "non-learning" behaviors in the classroom while creating a positive environment.
- **LCCE: Reality-Based Program for Transition**, Mabrey Whetstone—Addresses the many issues of transition, starting with functional skills instruction using CEC's Life Centered Career Education Curriculum.
- **Strategies to Support Low-Achieving Readers in the General Education Classroom**, by Kathy Jungjohann—Tackles reading problems head-on. Gives general and special educators practical interventions that increase student reading skills.
- **Pathways to Learning: Varied and Diverse**, by Judith Rogers—Introduces techniques that challenge students to acquire important skills using their ethnic and cultural background.

Sign up now and start your winter off on a sunny note. For registration, call 800/224-6830 or fax 703/264-1637. ■

CEC Puts Resource Database on CD-ROM

In collaboration with SilverPlatter Information, Inc, CEC has put *Exceptional Child Education Resources* (*ECER*) on CD-ROM. *ECER* is the world's most comprehensive database of resources in special and gifted education. The database, which contains more than 80,000 records, can be purchased for use on your own computer with SilverPlatter's easy-to-use software and will be available at the end of the year.

With one economical annual subscription, you can immediately access crucial information from the professional literature in our field. *ECER* on SilverPlatter brings a wealth of information resources to your fingertips—abstracts of the latest books, journal articles, nonprint media, and other literature.

All this valuable work concerns children and youth in today's diverse educational environment, including those who are gifted or talented, have any type of disability, have special health problems, are abused or neglected, or at risk.

In addition, with your annual subscription, you are entitled to receive quarterly updates of your CD-ROM so you can stay up-to-the-minute in our rapidly evolving field. To get the latest information, call SilverPlatter's customer service representatives at 800/343-0064 and place your order for *ECER* on SilverPlatter. You will receive a 30-day free trial.

If you are already a subscriber to the *ECER* print journal, you will receive a 20% discount on your CD-ROM subscription. To order *ECER* in print, call 800/CEC-READ. ■

ERIC Creates Database of Videos in Special and Gifted Education

Janet Drill, (right) Acquisitions Coordinator, and Barbara Sorenson, (left) User Services Coordinator, of the ERIC Clearinghouse on Disabilities and Gifted Education developed a new database for Videos in Special and Gifted Education (VISAGE). *In this article, Drill and Sorenson tell about the database and its varied uses.*

Why did you create VISAGE?

Sorenson: The ERIC Information Center was receiving a lot of calls from patrons who wanted to locate media for presentations, training sessions, and instruction. They needed a single, searchable source that organized information about videos and other media that are available in special education today.

What kinds of materials does the database include?

Drill: It includes all types of presentation materials—videos, audiotapes, and slides, as well as accompanying manuals, worksheets and manipulatives, and information kits.

What topics does it cover?

Drill: It covers all types of disabilities, giftedness, child abuse and abuse prevention, and special health problems such as bulimia or epilepsy.

Sorenson: It also includes topics such as disability awareness, sign language, classroom management techniques, parenting skills, behavior management for classroom and home, multiculturalism, social skills, and early intervention. Other topics include daily living skills like mobility—how to get around town—and citizenship—how to vote—job skills, and supported employment.

What information does the database provide?

Drill: *VISAGE* contains over 500 entries, each of which contains a description of the product, its length, intended audience, the exceptionalities it addresses, and how to get it. VISAGE also tells whether a video has won any awards or been shown at film festivals.

How do people typically use the database?

Drill: Teachers use it for instruction and to provide information about disabilities for their students. For students with disabilities, many of the biographical videos provide role models and inspiration. They're used for sensitivity training, new parents of students with disabilities, parent meetings, and motivational purposes. School districts often purchase the database and make it available to many groups. Media centers, libraries, and PTAs are big users of the database.

Sorenson: The database comes on disc in ASCII, DOS, or Mac format. You can use it with many different software programs—WordPerfect and database programs. You can use the search functions of WordPerfect or your database program to search for the videos you're interested in, then you can manipulate the data to print out just what you want—as much or as little information as you need.

How can people get the VISAGE *database?*

Sorenson: They can buy it from CEC's Publication Sales. The *VISAGE* database, #R5090, is available for $100, CEC Members $70. To order, write CEC, 1920 Association Drive, Reston, VA 22091-1589 or call 800/232-7323. Please specify DOS or Mac. ■

TAKE IT FOR *granted*

Research in Education of Individuals with Disabilities: To improve the practice of professionals, parents, and others providing early intervention, special education and related services to students with disabilities. Deadline: February 22, 1996, for student-initiated research; November 17, 1995, for field-initiated research projects; and January 5, 1996, for alternative assessment projects. Eligibility: State and local education agencies, higher education institutions, and other public agencies and nonprofit private organizations. Contact: Claudette Carey, 202/205-9864.

State Transition Systems for Youths with Disabilities: To help states develop, implement, and improve transition services for youths with disabilities from age 14 through graduation. Deadline: December 22, 1995. Eligibility: Collaborations of state education agencies and state vocational rehabilitation agencies. Contact: Oneida Jennings, 202/205-9377.

Minority Institutions Special Education Personnel Training: To support projects at historically black colleges and universities and other higher education institutions with high minority enrollments that train special education personnel. Deadline: December 1, 1995. Eligibility: Higher education institutions and appropriate nonprofit organizations. Contact: Cecelia Aldridge, 202/205-9979.

Preparation of Leadership Personnel: To provide preservice professional preparation of leadership personnel in special education, related services, and early intervention. Deadline: November 20, 1995. Eligibility: Higher education institutions and appropriate nonprofit organizations. Contact: Cecelia Aldridge, 202/205-9979.

Special Projects and Demonstrations for Providing Vocational Rehabilitation Services: To expand or improve vocational rehabilitation and other services for individuals with disabilities. Deadline: December 5, 1995. Eligibility: State agencies, American Indian tribes and tribal organizations, and other public or private nonprofit organizations. Contact: Pamela Martin, 202/205-8494.

Build a Positive Parent/Teacher Relationship

BY LYNN ZIRALDO

Even though parents and teachers want what is best for a child, sometimes that message can get lost. When parents and teachers see things from different perspectives and fail to communicate their concerns effectively—or feel their ideas are not accepted—parent/teacher relationships can flounder.

However, teachers and parents can—and should—find ways to complement each others' skills and knowledge. By focusing on the child and developing effective communication techniques, they can work together to build an educational plan that meets the child's needs and has the support of school and family.

The following techniques have helped parents and teachers build positive and strong relationships.

Strategies That Help Parents and Professionals Work Together

When parents and teachers work together, it sends the student the message that "we're all in this together." Therefore, it is vital that both parties learn to share planning for the child's instructional needs, as well as identification of potential problems or areas that need work. The following practices form the basis for a good relationship:

- Listen actively—Teachers should put themselves in parents' and students' shoes, and parents and students should put themselves in the teacher's shoes.
- Show compassion, sensitivity, empathy, and mutual respect for each other—All parties should try to understand the other's perspective. By consistently trying to understand each other and focusing on developing solutions, negative situations can be avoided.
- Treat each other as equal partners in the planning and decision making.
- Develop a mutual understanding of the strengths and needs of the student—Parents and teachers should share their understanding of the child's learning styles. Parents can provide input on how they see the child's physical strength, how the child interacts with others, and the child's mental processing out of the classroom, while the teacher can share his or her observations from a class vantage point. Plus, children can contribute their ideas on the ways they learn best, as well as the factors that inhibit their learning.
- Trust each other's judgment.
- Approach disagreements in a manner that encourages mutual problem-solving—Utilize a problem-solving model to keep emotionalism at bay. Most models include: stating the problem, brainstorming ideas, and developing a solution. Share the model with all parents and students to let them know how the school resolves issues.
- Teachers should never criticize a parent and a parent should never criticize a teacher in front of a student. The student should believe the school and family are working together for his or her benefit.

Develop a Learning Profile of the Child

By working together, parents and teachers can get a true picture of a child and create an instructional plan that works for the child—and has the support of teachers and parents. Parents and teachers should consider:

- The student's strengths.
- The student's needs including: physical, intellectual or cognitive, educational or academic, cultural, emotional and/or behavioral, social.
- The child's interests/activities.
- The child's goals.
- The child's expectations.
- The parents' expectations.

Successful Meetings for Parents and Professionals

Successful meetings require the participation of teachers and parents. Both have relevant information that will help each other understand the child and develop a learning program that best fits the child's needs. To ensure parent teacher meetings meet these objectives, both parties should:

- Focus on the best interests of the child.
- Concentrate on determining a positive course of action.
- List questions before attending the meeting. This helps keep emotionalism from obstructing your goal and ensures that major questions are answered.
- Ask questions about strategies, terms, or behaviors you don't understand. This is an opportunity to clear up misunderstandings, and possibly, hard feelings.
- Determine the ways in which parents and teachers can share responsibilities—Teachers need to share the strategies they are using in the classroom so that parents can use them at home. Parents can make sure the student has a place to do homework, as well as the equipment they need to complete assignments—and if the child is not completing assignments, to enact consequences at home.
- Ask for suggestions—Teachers can learn successful strategies to work with

Continues on page 13

CEC honor roll

Allan Balitian, the Canadian Student Liaison for Student CEC and member of CEC Chapter #175, was recognized by the Ontario Federation as the Outstanding Student Teacher for 1994-95

Dona C. Flood, gifted education teacher and member of CEC Chapter #155, was named the 1995 National Gifted Teacher of the Year by the National Association for the Gifted, the 1995 Florida Gifted Teacher of the Year, and the 1994 Orange County, FL, Gifted Teacher of the Year

CEC's Snowbird Chapter Upsets Dogwood in Each One, Reach One Campaign!

For the first time since June 1995—the first month of the campaign—the Dogwood Chapter has forfeited its first place status. In a heated competition for new CEC members, Utah's Snowbird Chapter inched by Dogwood and captured the lead in the last days of the month. We're waiting to see if our new champion can maintain their late-breaking momentum.

"We're very excited to bring so many people on board," said Pat Beckman, President of the Snowbird Chapter. "We've worked long and hard to get here. We challenge any competitor to bring more members into the CEC family."

The top ten in the campaign are:

- **Snowbird Chapter #981 in UT**
- **Dogwood Chapter #685 in GA**
- **Northern Nevada Chapter #438 in NV**
- **University of South Florida Chapter #399 in FL**
- **Ball State University Chapter #320 in IN**
- **University of New Mexico Chapter #628 in NM**
- **B. Gale Chance, Individual**
- **Suncoast Chapter #176 in FL**
- **East Stroudsburg State College Chapter #909 in PA**
- **University of Central Florida, Daytona Beach Chapter #1172 in FL.** ■

Parent/Teacher Relationship,

from page 12

a child by asking for suggestions from parents and students. Conversely, parents can ask teachers for learning or behavior strategies they can try at home.

- Share information with the child—By attending parent/teacher meetings, students can present their ideas and perspectives and learn to advocate for their needs.
- Set up a procedure for follow-up.
- Summarize the information, as this will be the basis for the next meeting.
- Express appreciation for each other's participation in the conference.

Continuing the Relationship

A continuing relationship between family and school requires a commitment to communication and shared responsibility. To encourage further positive parent/teacher interactions:

- Set up a regular communication link—Set up a communication mode that works for parents, teachers, and students. In addition to meetings, letters, faxes, and phone calls, computer networks can augment communication. Some educators and families correspond via a communication book in which parents, teachers, and students write down observations, ideas, and concerns.
- Respond to suggestions—If any party asks for suggestions, they should try them. The suggestions can be assessed and reevaluated at a later date.
- Carry out responsibilities—Both parties are responsible for carrying out their responsibilities as outlined in the action plan. A reevaluation may indicate a later change.
- Monitor the progress of the action plan—Evaluating the action plan can include input from numerous sources: self-evaluation, peer evaluation, formal and informal assessments, and/or home and school observations. All forms of evaluation should have been set out in the action plan. ■

Lynn Ziraldo is President Elect of CEC's Ontario Federation and the Executive Director of the Learning Disabilities Association, York Region. She is the parent of two adolescents with special needs.

CLIP AND SAVE

EXTRA credit

1995 Goals 2000 Teacher Forum Teleconference—An opportunity for teachers to share the knowledge, experience, and insight they have gained as classroom practitioners. Interested persons can participate via satellite. Date: November 12-14, 1995. Call 800/USA-Learn for more information.

1996 Presidential Awards for Excellence in Science and Mathematics Teaching—Nominations are being accepted from now through December 1, 1995, for K-12 grade science and mathematics teachers to be considered for the 1996 Presidential Awards. Winners will receive a Presidential Citation, an expense-paid trip to Washington, DC, a $7,500 grant for their school, and gifts from business and industry. For information, contact: PAESMT, c/o National Science Teachers Association, 1840 Wilson Boulevard, Arlington, VA 22201-3000.

1996 American Heroes in Education Awards—The Reader's Digest Association Inc. is seeking nominations for its 1996 American Heroes in Education Awards. Individual teachers and principals, or teams of up to six educators, will receive $5,000 with an additional $10,000 going to their schools . Deadline: December 8, 1995. For a nomination package, write to: The Reader's Digest Association, Inc., American Heroes in Education Awards, c/o Jan Braun, Program Manager, Reader's Digest Road, Pleasantville, NY 10572.

Down Syndrome Teaching Poster—A free educational poster, complete with lessons for students through grade 3,demonstrates to children that their peers with Down syndrome and other developmental disabilities are more alike than different. To request a poster, call 800/221-4602.

PosterESSAY Contest—Mothers Against Drunk Driving's PosterESSAY contest on the theme: Drinking & Driving Is a Road to Nowhere is open to students grades 1-12. $10,000 in prizes will be awarded. Entries must be postmarked by March 22, 1996. For information, contact your local MADD chapter or call 214/744-6233, ext. 217.

Can the "Color-Blind" Teacher Be an Effective Teacher?

BY ELBA REYES

Cultural diversity is not recent to America—the native peoples were not of one culture or one language. Their language, beliefs, rituals, and ideas on how to survive in the environment distinguished one nation from another.

Many of our foremothers and forefathers came to America, adding to the richness of that diversity. As our history developed, new arrivals continued to enhance the American tapestry.

Clearly, the education of culturally and linguistically diverse individuals has been part of the evolution of the American tradition—from mission schools, to the one-room schoolhouse with the "school moms," to our present classrooms. From public schools to private and military schools, diversity in education will continue to be a component of our American culture.

Although not new to the American educational system, the question of how to teach culturally diverse populations is still being raised. Teachers in today's classrooms ask questions such as, "Is a good teacher one that ignores students' differences and treats everyone the same, or one that highlights the students' differences?" Or, "Is the 'color-blind' or 'culture-blind' teacher a more effective teacher?"

Hot Off the Press!

What Every Special Educator Must Know—

The International Standards for the Preparation and Certification of Special Education Teachers

Use these professional standards for state certification and accreditation of professional preparation programs. Includes common core of knowledge and skills for all beginning special education teachers, as well as expanded sets of standards in eight areas of specialization. Call 800/CEC-READ to order. #R5128 $14.30, Members $10.00

The Elements of Good Teaching Apply to All Students

The answer to these questions is twofold. First, the elements of good teaching apply to all settings regardless of the students within those settings. Second, good teaching includes instruction that is informed by the students' abilities, the resources the students may have, and their learning needs. Good teaching stimulates the students' prior knowledge on a topic and assists students make the connection between knowledge they already have and the new concepts being learned.

To do this effectively, teachers need to be aware of their students' history and of information that is embedded within the sociocultural experiences of the students. This is important because what students know about a topic and how they perceive it is influenced by the social contexts within which the concept is experienced.

Consider, for example, a teacher developing a unit on industries that included the fishing industry. One of the students, a student from an urban, inner city, may have experienced fish as a pet goldfish and the white food that is sometimes on the dinner plate. In contrast, another student from a fishing port of Alaska would have a richer and broader experience of fish, of types of fishes, and of the fishing industry.

In the above example, both students may be students of color and culturally different from the majority of their peers and the teacher. However, what the teacher needs to focus on is the students' cultural resources and not their ethnic differences. A Latin student from the inner city may have a basic notion of fish similar to that of an African American peer or a white peer raised in the same neighborhood. What the student from the inner city and the student from Alaska both bring to the class discussion is a spectrum of experiences that would add qualitatively to the instructional experience of all the members of the class, students and teacher.

In another situation, ethnicity and color may be relevant. If we revisit the teacher above, we may find the development of a social studies lesson regarding the diversity of cultures in American history. Relevant to the discussion would be reflection and comparison of how the classroom, the school, and the immediate community compared to the variety of cultures within the American society throughout the U.S. Here a discussion regarding the diverse ethnic cultures of the students in the classroom could be appropriate. Again, the differences among the students are viewed as propitious resources that enrich the educational experiences of everyone.

Ignoring Student Differences Shortchanges Education

Ignoring students' resources that contribute to their being different—their language, culture, color, or social experiences—does not mean that we are treating all students equal. It means that we are ignoring the person's essence as an individual. The assumptions we make about the notion of "equal" stem from what we consider as being equal. Certainly, such assumptions are not the same for everyone.

Instead, we should celebrate the differences among our populations, regard these differences as positive resources, and continue to explore our similarities. This is the foundation of all education within this American multicultural society. The effects of such pedagogy might be that individuals become more competent in their relations with others and that the concept of equity becomes more germane in our interactions. ■

Elba Reyes is an assistant professor in the multicultural special education program at the University of Arizona. She is a member of CEC Chapter #195.

Student Trust, *from page 5*

questions. Teachers can further show their interest by creating opportunities for students to work with or explore their culture in school assignments or activities.

Interacting positively with a paraprofessional of the same cultural background as your students will also help them believe you accept them.

Respect Differences

Teachers of children of diverse backgrounds will build trust more quickly if they respect and acknowledge cultural differences. In many cultures, including many Native American, African American, Hispanic, and Asian peoples, a stable family does not necessarily mean a nuclear family. Extended families perform effectively and are considered a norm. In some African American families, extended families may extend to the community and special friends who have no blood ties.

Communication Styles

Learning and adapting to your students' and their family's cultural communication styles will help overcome feelings of alienation. For example, the typical school call can be cold and offsetting to many of diverse cultures. Instead of restricting a call to the parents of culturally diverse students to, "Hello, this is Ms. Teacher and I'm calling to tell you that Johnny is doing well in class. If you have any concerns, please call me," ask if there is anything the teacher needs to know about the child to better respond to his or her needs. This type of interaction sends a message that the teacher wants to work with the family, said Garcia.

Teachers of Native American students may also need to learn to adjust their communication pace. Many Native Americans are comfortable with long pauses. Thus, when a teacher asks a question in a conference, the child's parents or family may not answer immediately. If the teacher offers his or her own answer or solution, or interrupts too soon, the parents may interpret that to mean that the teacher does not care what they think, according to Native American educators.

Having an interpreter or slowing down while speaking may also help families who are not comfortable with the English language or special education terminology.

Participate in Community Events

By attending and participating in community and cultural events, your students and their families will perceive that you are interested in knowing more about them. These activities give educators first-hand understanding of the community and a student's background. They also give educators additional opportunities to talk with their students' parents, who may give teachers more information about their children in this setting than they reveal in a formal conference.

Different Learning Styles

By becoming familiar with the different learning styles encouraged in a culture, teachers can better meet the needs of their students. For example, Native American cultures teach their children to learn by observing and watching.

Another factor educators may need to consider is that many children of diverse cultures are used to working in small groups to learn. Forcing them to work independently can be uncomfortable for them and inhibit their progress.

Moving at the Right Pace

While representatives from various cultures say it is important for teachers to develop personal relationships with the students and their families, one must learn each culture's preferences. For instance, peoples of the Asian and Indian (east) cultures do not engage in business transactions until they know someone well. Thus, teachers of students of Asian or Indian heritage may want to establish contact with their students' parents at the beginning of the year to introduce themselves and find out something about their students to initiate a relationship.

However, pushing too fast to become close to students of minority cultures invites rejection. In the Asian culture, where individuals are taught to keep things to themselves, too many questions could cause resentment. Educators of Native American students also stressed that teachers should not try to force acceptance by their students. Many Native American children rely on their intuition, said Mary Romero, Gifted and Talented Program Coordinator at the Sante Fe Indian School. By showing one's interest and genuine caring for these children, they and their families will warm to the teacher eventually.

Some cultures, including Hispanic, Native American, and African American peoples, may not offer information they feel is not pertinent to the child's education or will reflect negatively on the child or family.

Gaining the trust of your students of diverse cultures and their families is not easy and it does not happen quickly. But, by taking the time to get to know your students, their culture, and their preferences, you put the blocks in place to build a trusting and positive relationship. ■

Classified Ads

Technology and Persons with Disabilities. CSUN's 11th Annual International Conference. ASHA President Dr. Judy Montgomery to Keynote. March 19-23, 1996. Held at the Los Angeles Airport Marriott and the Los Angeles Airport Hilton Hotels. More than 2,000 attended in 1995. Over 150 exhibit stations and 200 presentations in 1996. Special features: "7 Habits of Highly Effective People" and "Alternative & Augmentative Communication." Request registration information from: Conference Information, Center On Disabilities, 18111 Nordhoff St., Northridge, CA 91330-8340, 818/885-2578 V/TDD Message, 818/885-4929 FAX, E-Mail: LTM@CSUN.EDU.

12th Annual Conference, National Assn. for the Dually Diagnosed (Mental Illness/Mental Retardation) COLLABORATION: The Essential Element, 29 November - 2 December 1995, Radisson Twin Towers Hotel, Orlando, Florida. For additional information, call: 513/223-8008.

CALENDAR OF CEC *events*

december

December 7-8, 1995
CEC Professional Development Series, Holiday Inn Sunspree Resort, Scottsdale, AZ. CAll 800/224-6830

january

January 11-13, 1996
13th Annual International TAM Conference, "Technology that Empowers," Austin, TX. Call: Dave Edyburn, 414/229-4821

february

February 1-3, 1996
Alabama Federation Conference, "Catch the Spirit of Special Education at CEC," Mobile Convention Center & Adam's Mark Plaza Riverview Hotel, Mobile, AL. Call: Barbara Phillips, 334/460-6460

February 3-4, 1996
North Dakota Federation Conference, Mandan, ND. Call: Wayne Triska, 701/221-3755

February 9-10, 1996
Colorado Federation Conference, "Courage to Risk," Broadmoor Hotel, Colorado Springs. Call: Ruth Anderson, 303/447-1010

February 14-16, 1996
CASE Institute on SED, Clearwater Beach, FL, Holiday Inn Surfside. Call: Jo Thomason, 505/243-7622

February 16-18, 1996
California Federation Conference, "Seamless Service Delivery Systems: Bringing the Future Together Today," Ontario Red Lion, Ontario, CA. Call: Cathy Carpenter, 805/527-8033

February 22-23, 1996
Manitoba Federation Conference, "Excellence on a Shoe String," International Inn, Winnipeg, MB. Call: Helga Berger, 204/667-2960

February 22-24, 1996
South Carolina Federation Conference, Hyatt Regency, Greenville, SC. Call: Helen Meyers, 803/771-5698

Feb. 28-March 2, 1996
Michigan Federation Conference, "Embracing an Era of Change: Reauthorization, System Unification, and Diversity," Amway Plaza, Grand Rapids, MI. Call: Barbara Pierce, 313/567-8542

Feb. 29-March 1, 1996
New Mexico Federation Conference, Albuquerque Convention Center, Double Tree Hotel, Albuquerque,NM. Call: Mary Ann Domina, 505/247-1012

Feb. 29-March 2, 1996
South Dakota Federation Conference with the SD Office of Special Education, "Different Perspectives—Same Goal . . . We're All in this Together," Rushmore Plaza Convention Center Hotel, Rapid City, SD. Call: Robin Cline, 605/773-3678 or Loye Romereim, 605/688-4545

Feb. 29-March 2, 1996
Texas Federation Conference, Austin, TX. Call: Susan Jezek, 713/686-6259

march

March 1-2, 1996
Virginia Federation Conference, "Celebrating Partnerships," Holiday Inn, Fairfax VA. Contact: Sue Nelson Sargeant, 458 Lauren Avenue, Fredericksburg, VA 22408, 540/898-3198

March 8, 1996
New Jersey Federation Conference, "Cultivating Ideas: Harvesting Success," Somerset Radisson Hotel. Call: Diane Cavanagh, 201/786-5894

March 11-14, 1996
Louisiana Federation Conference, Radisson Hotel, Baton Rouge, LA. Call: Dr. Patricia Morris, 504/286-4751

March 14, 1996
Delaware Federation Conference, Wesley College, Dover, DE. Call: Reyna Mayfield, 302/366-1623

March 15-16, 1996
Washington Federation Conference, Sheraton Hotel and Tacoma Convention Center, Tacoma, WA. Call: Ruth Peckarsky, 360/568-0681

THE COUNCIL FOR EXCEPTIONAL CHILDREN
1920 Association Drive
Reston, VA 22091-1589

NONPROFIT
ORGANIZATION
U.S. POSTAGE
PAID
RICHMOND, VA
PERMIT NO. 930

Mickey, here we come! CEC's Annual Convention, April 1-5, 1996.

CEC today

EXCLUSIVELY FOR MEMBERS OF THE COUNCIL FOR EXCEPTIONAL CHILDREN

VOL. 2 NO. 6
DECEMBER 1995

IDEA Celebrates 20th Anniversary

Special educators are committed to making a difference in our students' lives, to ensuring they have the same educational opportunities as their nondisabled peers. However, that concept was perceived as a dream—some might have called it a fantasy—20 years ago. But a dedicated group of individuals from all avenues of the special education spectrum, in partnership with determined parents, prevailed. Through their work, Public Law 94-142, now known as the Individuals with Disabilities Education Act (IDEA), established the right to a free, appropriate public education for children with disabilities.

On November 15, 1995, many of IDEA's "parents," including former and current Congresspersons, special education advocates, lobbyists, lawyers, parents, and special education students (now young adults) who worked to see P.L. 94-142 enacted, gathered together at the Hyatt Regency on Capitol Hill in Washington, DC, to celebrate IDEA's 20th anniversary. Secretary of Education Richard Riley began the ceremony with a presentation giving tribute to special education's early iconoclasts; and Judith Heumann, Assistant Secretary of the Office of Special Education and Rehabilitative Services, hosted the gala event.

Among those recognized for their contributions to P.L. 94-142 were CEC's former Director of Governmental Relations and current Senior Director for Publications and Professional Standards, Fred Weintraub, and CEC's current Director of Public Policy, Joseph Ballard. Former CEC Assistant Director of Governmental Relations and current Executive Director of the Association for Retarded Citizens, Alan Abeson, was also honored.

These students, like millions of other students with disabilities, benefit from the passage of IDEA.

"CEC is very proud to have played such a significant role in the passage of P.L. 94-142," said Nancy Safer, CEC's Interim Executive Director. "This law has made it possible for thousands of students with disabilities to become successful, independent citizens who contribute to their homes, communities, and country. It has further paved the way for innovations in special and general education, affecting the quality of special education in the United States and ensuring that all students have access to the educational opportunities they are entitled to."

Where We Were

Before P.L. 94-142 was enacted, some students with disabilities were barred from the public schools. They were

Continues on page 9

Record Number of Special Education Students Served in 1993-94

More students with disabilities in regular classes

In the 1993-94 school year, states saw the largest increase in the number of students who received special education services since IDEA's inception in 1975. In addition, a greater number of these students are being served in the general classroom than ever before. However, the field continues to suffer from a shortage of special education teachers and teacher aides.

This and other data are reported in the recently published U.S. Department of Education's *17th Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act (IDEA)*, which reflects the state of education for the 1993-94 school year.

Selected highlights from this year's report include:

Continues on page [illegible]

inside

Give Your Research Paper the ERIC Advantage ... 6
Canada Establishes Guidelines for School Councils ... 7
Reach Out to Tomorrow's Special Educators ... 12

Colleges and Universities that Meet CEC's Standards for the Preparation and Certification of Special Education Teachers

ALABAMA
Alabama A&M University
Alabama State University
Alabama, University of (Birmingham)
Alabama, University of (Tuscaloosa)
Tuskegee University

ARIZONA
Arizona State University
Arizona, University of
Northern Arizona University

ARKANSAS
Arkansas State University
Arkansas, University of (Fayetteville)
Arkansas, University of (Little Rock)
Arkansas, University of (Monticello)
Arkansas, University of (Pine Bluff)
Central Arkansas, University of
Harding University
Henderson State University
John Brown University
Ozarks, University of the
Philander Smith College

CALIFORNIA
California State University (Fullerton)
California State University (Northridge)
San Diego State University
San Francisco State University
San Jose State University

COLORADO
Adams State College
Colorado, University of (Boulder)
Colorado, University of (Colorado Springs)
Colorado, University of (Denver)
Northern Colorado, University of

CONNECTICUT
Central Connecticut State University
Connecticut, University of
Hartford, University of

DISTRICT OF COLUMBIA
American University
Gallaudet University
George Washington University

FLORIDA
Central Florida, University of
Florida Atlantic University
Florida State University
Miami, University of
North Florida, University of
South Florida, University of
West Florida, University of

GEORGIA
Albany State College
Armstrong State University
Georgia Southern University
Georgia Southwestern College
Georgia, University of
North Georgia College
Valdosta State College

ILLINOIS
Chicago State University

INDIANA
Purdue University

IOWA
Buena Vista College
Iowa State University
Luther College

KENTUCKY
Bellarmine College
Eastern Kentucky University
Kentucky, University of
Louisville, University of
Morehead State University
Murray State University
Northern Kentucky University
Western Kentucky University

LOUISIANA
Grambling State University
Louisiana Tech University
McNeese State University
New Orleans, University of
Nicholls State University
Northeast Louisiana University
Northwestern State University
Southeastern Louisiana University
Southwestern Louisiana, University of

MAINE
Maine, University of (Farmington)
Maine, University of (Orono)

MARYLAND
Bowie State College
Coppin State College
Maryland, University of

MASSACHUSETTS
Boston College
Massachusetts, University of (Amherst)

MICHIGAN
Calvin College
Central Michigan University
Eastern Michigan University
Grand Valley State College
Madonna University
Marygrove College
Nazareth College
Northern Michigan University
Oakland University
Wayne State University
Western Michigan University

MINNESOTA
Bemidji State University
Mankato State University
Minnesota, University of (Duluth)
Minnesota, University of (Twin Cities)
Saint Cloud State University
Saint Thomas, University of
Winona State University

MISSISSIPPI
Mississippi College
Mississippi State University
Mississippi, University of
Southern Mississippi, University of

MISSOURI
Central Missouri State University
Drury College
Lincoln University
Missouri Southern State College
Missouri, University of (Kansas City)
Missouri, University of (St. Louis)
Northeast Missouri State University
Northwest Missouri State University
Southeast Missouri State University
Southwest Missouri State University
Washington University
William Woods College

NEBRASKA
Chadron State College
Creighton University
Dana College
Doane College
Hastings College
Nebraska, University of (Kearney)
Nebraska, University of (Lincoln)
Nebraska, University of (Omaha)
Nebraska Wesleyan University
Peru State University
Wayne State College

NEVADA
Nevada, University of (Las Vegas)

NEW HAMPSHIRE
Keene State College
New Hampshire, University of

NEW JERSEY
Jersey City State College
Kean College
Montclair State University
Rowan College of New Jersey
William Patterson College of New Jersey

NEW MEXICO
New Mexico State University
New Mexico, University of
Western New Mexico University

NEW YORK
Buffalo, State University College at
Fordham University
Hofstra University
Syracuse University

NORTH CAROLINA
Appalachian State University
East Carolina University
Elizabeth City State University
Fayetteville State University
North Carolina Central University
North Carolina State University
North Carolina, University of (Chapel Hill)
North Carolina, University of (Charlotte)
North Carolina, University of (Greensboro)
North Carolina, University of (Wilmington)
Pembroke State University
Western Carolina University
Winston-Salem State University

OHIO
Akron, University of
Ashland University
Baldwin-Wallace College
Bowling Green State University
Capital University
Cincinnati, University of
Cleveland State University
Dayton, University of
Kent State University
Ohio State University
Ohio University
Toledo, University of
Wittenberg University
Wright State University

OKLAHOMA
Tulsa, University of

OREGON
Oregon, University of

PENNSYLVANIA
Bloomsburg University of Pennsylvania
California University of Pennsylvania
Clarion University of Pennsylvania
Indiana University of Pennsylvania
Kutztown University of Pennsylvania
Lock Haven University
Marywood College
Penn State University
Pittsburgh, University of
Slippery Rock University
Temple University
West Chester State University

RHODE ISLAND
Rhode Island College

SOUTH CAROLINA
Citadel, The
Clemson University
South Carolina, University of
Winthrop College

TENNESSEE
Austin Peay State University
East Tennessee State University
Peabody College of Vanderbilt University
Tennessee, University of (Chattanooga)
Tennessee, University of (Knoxville)

TEXAS
Baylor University
North Texas, University of
Sam Houston University
Southwest Texas State University
Texas Tech University

UTAH
Brigham Young University
Utah State University
Weber State University

VERMONT
Vermont, University of

VIRGINIA
Eastern Mennonite University
George Mason University
Hampton University
James Madison University
Longwood College
Norfolk State University
Old Dominion University
Radford University
Virginia Commonwealth University
Virginia Polytechnic Institute and State University
Virginia State University
Virginia, University of
William and Mary, College of

WASHINGTON
Central Washington University
Pacific Lutheran University
Washington State University
Western Washington University

WEST VIRGINIA
Bluefield State College
Concord College
Davis & Elkins College
West Liberty State College
West Virginia College of Graduate Studies
West Virginia State College
West Virginia University

WISCONSIN
Silver Lake College
Wisconsin, University of (LaCrosse)
Wisconsin, University of (River Falls)
Wisconsin, University of (Stout)
Wisconsin, University of (Whitewater)

12 Reasons to Belong to CEC

CEC membership is one of the most valuable resources you have as a special educator, related service professional, parent, or student. As a CEC member, you have an opportunity to help shape the future of special education—and you have access to the information you need to grow professionally, enhance your career, and make your job easier and more rewarding.

In addition, CEC offers members numerous benefits to help you manage your professional and personal life. Below are some of the many reasons why CECers remain members for years.

The Professional Advantage

- **Information**—CEC is the #1 source for comprehensive, cutting-edge information on students with disabilities and/or who are gifted. Three CEC publications, *Exceptional Children*, *TEACHING Exceptional Children*, and *CEC Today* are free with membership.

CEC members also can access CEC's extensive Information Services, which include the ERIC Clearinghouse on Disabilities and Gifted Education, CEC's own database (ECER), and The National Clearinghouse for Professions in Special Education (NCPSE).

- **Division Membership**—CEC's 17 divisions give members the latest trends, research findings, and practices in their areas of specialization through publications, conferences, and networking.
- **Products and Publications**—CEC's resources range from publications and products for individual teachers, parents, and related service professionals to those for schools and school districts. All CEC publications undergo an extensive review process to ensure they are informative, practical, and easy to use.
- **Professional Liability Insurance**—CEC's professional liability insurance offers coverage at $250,000, $500,000, or $1 million. It also pays for attorney fees if you are accused of a criminal offense.
- **Advocacy**—CEC works to ensure that children with exceptionalities receive educational opportunities and that special educators, related service professionals, and parents have the resources they need to work successfully with these children. CEC also provides advocacy training to help special educators influence policy in their schools, districts, states/provinces, and the federal government.
- **Professional Growth and Development**—CEC offers members numerous opportunities to improve their knowledge and skills. At our annual convention, you can meet the nation's leading special educators, as well as see the latest innovations in educational products.
- **Networking**—CEC members are automatically enrolled in their state/provincial and local CEC units. Unit activities and CEC conferences and conventions allow members to meet contacts, share resources, and advance their careers.
- **Member Discounts**—CEC members enjoy 30% discounts on CEC publications and professional development events.

General Benefits

- **Savings Plans**—CEC has many programs to help our members prepare for retirement, save for a child's education, or plan a vacation. Major credit card, CDs, and money market accounts are available at rates that give CEC members a financial advantage.
- **Major Medical and Term Life Insurance**—CEC offers members a major medical plan of $2 million. The plan features your choice of two deductibles and provides coverage for a wide range of medical expenses. CEC's term life insurance provides up to $300,000 in coverage at competitive group rates.
- **Rental Car Programs**—CEC members can save on Hertz car rentals for that special vacation.
- **Mortgage Programs**—CEC has joined with one of the nation's largest mortgage lenders, PHH US Mortgage Corporation, to offer members access to a unique new home financing program. PHH US Mortgage offers free personalized home mortgage counseling and the financing you need. ■

inside

DECEMBER 1995 VOL. 2 NO. 6

CEC Today is published by
The Council for Exceptional Children, 1920
Association Drive, Reston, VA 22091-1589
Telephone 703/620-3660, TTY 703/264-9446
lyndav@cec.sped.org

CEC Today is not copyrighted. Members are encouraged to copy and disseminate information in this publication.

CEC President: Diane Johnson

Interim Executive Director: Nancy D. Safer

Editor: Lynda C. Voyles

Contributing Editors: Jacki Bootel, Department of Public Policy; Jean Boston, Publications and Professional Standards; Jane Burnette, Grants and Contracts; Brian Carroll, Professional Development; Grace Zamora Durán, Membership; Karen Vermaire Fox, Student CEC; Stephen Gregory, Marketing; Jeanne Glover, Membership; Shelia Mingo, Ethnic and Multicultural Concerns

IDEA Celebrates 20th Anniversary *1*
Record Number of Special Education Students Served in 1993-94 *1*
Colleges and Universities that Meet CEC Standards *2*
12 Reasons to Belong to CEC *3*
Advocacy in Action *4*
Student CEC Spotlight *6*
Canada *7*
Division Focus *8*
Professional Advancement *10*
Multicultural *11*
Member to Member *12*
Speaking Out *14*
Funding Dedicated to Serving Special Education Students Essential
Classified Ads *15*
Calendar of Events *16*

Advocacy in Action

Reauthorization of IDEA

The House has issued a second draft of the reauthorization of the Individuals with Disabilities Education Act (IDEA). While the new draft retains most of the House's original proposals, it poses additional and significant changes to IDEA. Major provisions of the bill include:

- Eliminates provisions on IDEA clearinghouses, which could affect the National Clearinghouse for Professions in Special Education, National Information Center for Children and Youth with Disabilities, and Higher Education and Adult Training for People with Disabilities.
- Continues to propose changing the funding formula over a 10-year period from a per-child distribution to one based on population of children ages 3-21 with a poverty factor.
- Adds "neurobiological brain disorder"—the term used to identify students with Attention Deficit Disorder—to the definition of "child with a disability."
- Decreases from 25% to 10% the amount of Part B funds a state can use for state activities—90% of funds must pass through to the Local Education Agencies; a similar provision governs funds for preschool grants.
- Changes discipline language to allow a hearing officer—to the same extent as a court—to order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 days if the child carries a weapon or brings drugs to school or engages in violent acts or if the maintenance of the current placement is substantially likely to result in injury to the child or to others. If the behavior is found not to be a manifestation of the child's disability, the relevant disciplinary procedures applicable to children without disabilities shall be applied.
- Continues to consolidate the discretionary programs into 3 main parts: Subpart I—General Provisions and National Activities; Subpart II—State Program Improvement Grants for Children with Disabilities; and Subpart III—Parent Training.
- Eliminates minimum funding for projects addressing children with serious emotional disturbance and children with severe disabilities. It keeps a funding floor for children with deaf-blindness and for addressing postsecondary needs of individuals with deafness.

The Senate was to release its draft bill for the reauthorization of IDEA on November 20. Chairman of the Subcommittee on Disability Policy, Senator Bill Frist (R-TN), has stated his intention to keep the current per child allocation formula for the Part B State Grant program. Talks between regular education organizations and the disability community continue on issues surrounding the discipline of children with disabilities and IDEA's procedural safeguards.

Reconciliation Bill

This fall, CEC opposed passage of the House and Senate budget reconciliation bills—which drastically cut federal funds to enable the U.S. to reach a balanced budget by the year 2002—and protested the changes that would be enacted as a result. Specific issues CEC contested include:

- Overall discretionary funding caps that would cut education funding 33% over 7 years.
- Changes to Medicaid that would block grant funds to states and no longer allow reimbursement for schools for related services to Medicaid eligible children with disabilities (see below).

CEC will continue to fight against these changes. President Clinton announced he will veto the Republican proposals. However, it is expected that after the veto some compromises will be made. We urge you to be in contact with Congressional members on the importance of the proposed changes.

Medicaid

CEC is fighting to preserve Medicaid funding for children with disabilities. Medicaid is the health insurance program for the poor, senior citizens, and persons with disabilities. CEC maintains that Medicaid funding statutes should continue to provide funds to help children with disabilities and their families, as well as to support immunization and vision and hearing screening programs. If Congress passes legislation to distribute Medicaid funding through block grants, CEC proposes that two provisions be added to the legislation. The first would retain entitlements for children, and the second would entitle schools to file claims directly for block granted money.

Medicaid funds are used to support numerous programs. One key Medicaid provision is the requirement that it reimburse states for Early and Periodic Screening, Diagnostic, and Treatment (EPSDT) services. EPSDT expenses have included physical exams, immunizations, laboratory tests, vision and hearing screening and services, dental services, and case management. Medicaid funds also provide funding for school nurses and infant and toddler programs.

If Congress limits Medicaid funding growth, it may cut funds for many programs that affect children with disabilities, such as the Supplemental Security Income program, which provides some of these children with cash bene-

English as the Official Language

CEC is carefully monitoring legislation that would repeal the Bilingual Education Act and terminate all federal funding for bilingual education programs. While we understand the goal of English proficiency, terminating the funding for programs used by schools to teach children English seems to be contradictory.

Bills have been introduced in Congress that would mandate English as the official language of the United States. The House bill would require government publications — including income tax forms and informational materials—to be printed only in English and would repeal the Bilingual Education Act. It would also mandate all public ceremonies in which the oath of allegiance is administered to be conducted in English only. H.R. 739, sponsored by Rep. Roth (R-WI) and 25 other Representatives, would include those provisions but would additionally require an English language proficiency standard for all applicants for citizenship.

fits. Neither the Senate nor the House bill provide for EPSDT reimbursement for states. In addition, without Medicaid support, children may go without needed health services. And, without the support of Medicaid, some families may not be able to keep their disabled or medically fragile children at home. ■

Record Number, *from page 1*

Students Served

The number of individuals from birth through 21 receiving special education or early intervention services in the 1993-94 school year increased by 4.2%.

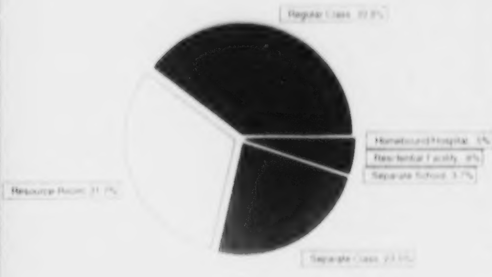
The distribution of specific disabilities for children ages 6-21 is:

- Specific learning disabilities, 51.1%.
- Speech/language impairments, 21.1%.
- Mental retardation, 11.6%.
- Serious emotional disturbance, 8.7%.

Although students with traumatic brain injuries (TBI), other health impairments, and autism still account for less than 3% of all students with disabilities, these are the most rapidly growing categories. The increase in the number of students with TBI and autism is probably related to the fact that these reporting categories were only recently established. The increase in the number of students with other health impairments appears to be the result of growth in the service population. Specifically, the number of students identified as having attention deficit disorders (ADD) appears to be increasing.

Services Provided in Integrated Settings

Percentage of Students with Disabilities Served in Different Education Environments



- In the past 5 years, general classroom placements for students age 6 through 21 have increased by almost 10%.
- In 1992-93, 95% of students with disabilities were served in regular school buildings. Students ages 6 through 11 are most likely to be served in general classroom settings. This continues the trend of placing more children in inclusive settings.

Early Intervention

- The number of eligible infants and toddlers receiving early intervention services in 1993 rose to 154,065, a 7.4% increase over the previous year.
- Among all eligible infants and toddlers, the home is the most frequent service site, followed by outpatient services and early intervention classroom settings. Services most often provided for infants and toddlers were: (1) family training, counseling, and home visits; (2) special instruction; and (3) speech and language pathology.

Section 619 Preschool Grants Program

In FY 1994, $339 million was appropriated for this program, 4% more than the previous year. However, during the 1993-94 school year, almost 500,000 preschoolers with disabilities received services, 8.3% more than in 1992-93.

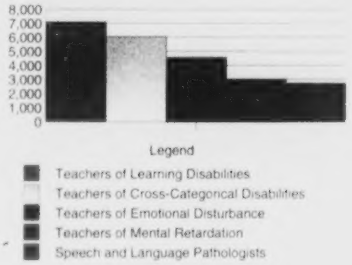
Graduation Data

- Though the graduation rate for students with disabilities as a whole has essentially remained unchanged over the past five years, more students have access to some form of vocational education.
- Vocational training contributed significantly to the probability of competitive employment.
- Freshmen with disabilities entering college made up a much larger portion of all freshmen, tripling between 1978 and 1991 from 2.2% to 8.8%.

Demand for Special Educators Continues

States continue to report a shortage of special education teachers. States reported in 1992-93 that they needed 25,829 teachers to fill funded vacancies and replace teachers who were not certified. The number of teachers employed to serve children and youth with disabilities ages 6 through 21 from 1991-92 and 1992-93 increased only 0.7%. The greatest need is for teachers of students with specific learning disabilities.

Shortages in Special Education Teachers



Another area of need was for teacher aides. States reported a need of an additional 5,000 full-time equivalent teacher aides to fill vacancies and to replace personnel who were not fully certified or licensed. Teacher aides accounted for over half (55.7%) of all staff other than special education teachers employed to serve students with disabilities ages 3 through 21.

Funding

The average per-child allocation of funds under Part B (state grants) of IDEA, which has remained relatively stable over the past 3 years, was $413 per child served in FY 1994—an increase of only $2 over the previous year. During FY 1994, $2.149 billion was distributed to states to provide special education to children with disabilities through IDEA, Part B.

Serving Students with Disabilities in Rural Areas

- Rural districts serve a greater percentage of students with disabilities in general classrooms than do nonrural districts.
- In rural areas, 14.6% of students with disabilities were in full-time special education programs, while in nonrural areas 25.3% were in these types of programs.
- Both rural and nonrural districts serve 5.5% of students with disabilities outside their home districts.
- Rural districts serve a larger percentage of children living in poverty (22.9%) than nonrural populations (20.6%).

To order a copy of the 17th Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act, *contact the Office of Special Education Programs, 202/205-9864.* ■

Give Your Research Paper the ERIC Advantage

BY ELAINE HUTCHESON

Lucky you! This semester, instead of final exams, all your professors have assigned research papers. And of course, none of them are on the same topic. Where will you find the research you need to complete the five papers you have due?

ERIC can help. The Educational Resources Information Center (ERIC) is a federally funded national information system that exists to help you access:

- Free publications and information guides.
- Answers to your questions on education.
- Free lesson plans.
- Education resources on the Internet.
- Current research data.
- Low-cost document reproduction.

ERIC is the largest education database in the world (900,000 records). It has 16 clearinghouses, each specializing in a different subject area of education, and support components that put information at your fingertips!

CEC houses one of these 16 clearinghouses—the ERIC Clearinghouse on Disabilities and Gifted Education (ERIC-EC)—and you can access this clearinghouse to find research including:

- Free information packets on selected topics such as attention deficit disorder, gifted, behavior disorders, early childhood, inclusion, and learning disabilities.
- ERIC Digests (brief overviews of current topics).
- Books, reports, directories, minibibliographies.
- References and referrals.
- Customized searches.
- Prepackaged computer searches on selected topics in special education or gifted education.

How to Access ERIC

The ERIC database is available in the reference section of most public or university libraries. In print form, abstracts of ERIC documents and articles can be found in *Resources in Education (RIE)* or the *Current Index to Journals in Education (CIJE).*

For general information about ERIC, call 800/LET-ERIC or send an e-mail to acceric@inet.ed.gov. Useful free publications include:

- All About ERIC.
- A Pocket Guide to ERIC.
- The ERIC Review—Informs you of important ERIC and education-related developments.
- ERIC: Tips for Teachers in Training and The ERIC Directory.
- Getting Online: A Friendly Guide for Teachers, Students, and Parents.
- Virtual Library—Internet access to the ERIC database, full-text lesson plans, research summaries, gateways to other education-related Internet sites, and much more!

If you have a personal computer, modem, and access to the Internet, you can take advantage of AskERIC, an online question-answering service for parents, teachers, administrators, and students. AskERIC staff in all 16 clearinghouses respond to questions within 48 hours. To use AskERIC, send your e-mail inquiry (via the Internet) to askeric@ericir.syr.edu.

You may also want to directly contact the ERIC-EC Clearinghouse at CEC Headquarters at 800/328-0272 or send an e-mail to ericec@inet.ed.gov. As a Student CEC member, you are eligible for a discount on customized searches on specific topics.

The system is also designed to allow you to search on your own. Bernadette Knoblauch, Associate Director of the ERIC-EC Clearinghouse, offers these tips to help simplify your search:

- Use ERIC Digests E523 and E523.1 to learn how to construct a search in special education.
- Refer to the Thesaurus of ERIC Descriptors.
- Use broad descriptors, then narrow the focus.
- Remember, ANDs limit your search; ORs expand it.

For the computer novice, using the electronic ERIC database may seem overwhelming. Go ahead and get your feet wet! Learning by doing is the only way to feel comfortable with the system. But plan to spend some time becoming familiar with the "how to's" of searching a topic area.

ERIC for Your Home Computer

The ERIC Facility, one of ERIC's support components, offers a new low-cost method to access the ERIC database via CD-ROM. These ERIC discs are produced by National Information Services Corporation (NISC). You can reach them at 410/234-0979.

In gathering information for this article, I had the opportunity to use their two-disc set. I found it to be user friendly, offering three search levels: novice, advanced, and expert. I love the optional Autodex feature, which displays a window index as you type in your search. The NISC disc contains 1,300 full-text ERIC Digests, The ERIC Thesaurus, RIE, and CIJE. It is even available with a Spanish Language interface!

The NISC DISC is also the most cost-effective way for an individual to purchase ERIC on CD-ROM. A two-disc set, Archival (1966-70) plus Current (1980-present), and an annual subscription, which provides quarterly updates, is $125. Without the annual subscription, discs may be purchased separately for $25 each. Call the ERIC Facility, 800/799-3742, or NISC for more information.

Elaine Hutcheson is getting her masters in special education at Old Dominion University in Norfolk, VA. She is president of Chapter #883. ■

Wanted: Information for Student CEC Advisor Database

We are putting together an e-mail database of all our advisors. Please send your address to karenv@cec.sped.org to be included in this very important database.

Canada Establishes Guidelines for School Councils

Across Canada, provincial governments are enacting legislation that may result in the devolution of some important powers from school boards to school councils. The formation of these councils, taken together with attacks across the country on trustees and board or district administrators, suggests that the governance of schools in Canada is about to change in a profound way.

Thus far, the role of Canada's school councils within education is defined with varying degrees of precision. Two provinces, Ontario and Nova Scotia, have started developing school councils. Nova Scotia just completed a 1-year pilot project involving school councils, and Ontario plans to have established school councils in all its schools by September 1996. Following is a profile of school councils of these provinces.

Ontario

In the fall of 1993, the government established the Ontario Parent Council (OPC) to review parental involvement in schools. The OPC recommended that uniform structures for advisory councils be established and the council's role be increased. OPC further recommended that all schools be required to establish advisory committees. The minimum guidelines for Ontario's School Councils are:

Membership and Term of Office

Members of a school council shall include parents and guardians of students enrolled in the school, community representatives, the school principal, a teacher and a nonteaching staff member.

Roles and Responsibilities of School Councils

School councils shall advise the school principal and, where appropriate, the school board on matters such as:

- School code of student behavior.
- Curriculum and program goals and priorities.
- Achievement in provincial and board assessment programs.
- Selection of principals.
- School budget priorities.
- School-community communication strategies.
- School-based services and community partnerships for social, health, recreational, and nutrition programs.
- Community use of school facilities.
- Local coordination of services for children and youth.
- Development, implementation, and review of board policies.

Nova Scotia

School councils have not been legislated in Nova Scotia as yet. The provincial government is revising the Provincial Education Act, which includes school councils. Nova Scotia school councils are to represent the community, be accountable to the community, and provide input on issues relating to the community's educational needs and goals. In addition, school councils are to track and review results of their school programs. Nova Scotia school council duties include:

Advisory Responsibilities

The school council will advise the principal on school level decisions including scheduling, discipline, extracurricular activities, public school program offerings, school facilities, special projects, local curriculum initiatives, instructional issues, community access to school facilities, and parent-school communication. It will advise the school board on policy development, funding, and student support services.

Direct Responsibilities

The school council will be responsible for developing and communicating a school improvement plan and an annual school accountability plan. The council will also develop fundraising policies.

Joint Responsibilities

The board and school council will assume joint responsibility for developing and promoting the school as a safe, quality learning environment and a community resource; communicating to parents and the community on educational matters; and mobilizing community resources to complement board-assigned resources. They will also identify additional areas for decentralization of decision making to the school. ■

CEC Closes Lockbox

CEC has discontinued the lockbox. Please send membership payments to The Council for Exceptional Children, P.O. Box 79026, Baltimore, MD 21279-0026.

CCEC's Fall Institute '95—Outstanding in Every Way

Spectacular Vancouver, site of CEC's Convention 2000, was the venue for the Canadian CEC Fall Institute, held October 19-21. Members from across Canada and the Northwest Territories came together to focus on assessment. Fueled by the passion of such presenters as Richard Stiggins of the Assessment Institute in Portland, OR; Carl Scwartz of the Schools Attuned Project in Chapel Hill, NC; and June Maker and Judith Rogers of the Discover Project at the University of Arizona, participants left with a renewed commitment to engage in assessment practices that are classroom-based, student-centered, and closely tied to the learning outcomes we want our students to achieve.

Nancy Safer, CEC's Interim Executive Director, and CEC President Diane Johnson attended the Canadian Executive Board meetings. Under the leadership of CEC's Canadian President Cheryl Zinzer, CCEC determined ways it could address the issues and initiatives arising from the CEC Strategic Plan from a Canadian perspective.

The Institute also provided a chance to have some fun and get a real feel for the city that will host CEC in the year 2000. One participant summed it up for all of us when she said, "Five years is too long to wait to come back here."

Division Focus

CASE

The Council of Administrators of Special Education

At the CASE Board of Directors fall meeting, held at the Wyndham Hotel in San Diego, CA, the Board updated the CASE Strategic Plan. Proposed changes will be presented to the Board and CASE membership for final approval at the spring meeting during the CEC convention in Orlando. Board members also heard an update on current action in Washington, DC, and discussed concerns regarding the cuts in education programs being proposed in Congress.

The Board also developed a list of 17 issues that CASE should address in the coming months. Board members took the list to their subdivisions for prioritization, and lists of the top 10 issues from each subdivision were sent to the CASE office in November. The final list will be published in a spring issue of the CASE newsletter.

Registrations are arriving at the CASE office for the CASE Institute on SED, "Managing Tough Kids," to be held February 14-16, 1996, at the Doubletree Surfside in Clearwater Beach, FL. The preregistration deadline is January 15, 1996. Space is limited, so register early.

CASE is holding elections for treasurer and president elect on the CASE Executive Committee. Nominations are due on January 1, 1996. Ballots will be mailed to all CASE members in February, and election results will be announced at the annual meeting in Orlando.

DCDT

The Division on Career Development and Transition

DCDT is accepting nominations for four awards that will be given at the CEC Convention in Orlando at the DCDT Business Meeting. Contact Jeanne Repetto at 904/392-0701, Ext 251 or e-mail jeanne_repetto@qm.server.ufl.edu to make nominations for:

- Teacher of the Year—Awarded to an individual who has demonstrated outstanding commitment and service to the career education and transition of students with disabilities.
- Employer of the Year—Awarded to an individual or business who has shown remarkable commitment to promoting employment opportunities for students with disabilities.
- Oliver P. Kolstoe Award—Recognizes an individual who has made a significant contribution to the field of career development and transition through means other than direct classroom instruction.
- Marc Gold Award—Honors a program that effectively prepares students with moderate to severe disabilities to make the transition from school to the community and employment.

To nominate an individual or program, submit a narrative addressing why you feel the nominee should receive the award.

CEDS

The Council for Educational Diagnostic Services

CEDS is very pleased to have hosted its third topical conference, *Jazzin' Up Assessment III*, in New Orleans, LA, on November 8-11, 1995.

The CEDS Board is strongly committed to supporting ongoing professional development for educational diagnosticians. The nature and process of assessment is evolving and adapting to meet the changing demands of the school system. Therefore, it is vital for educational diagnosticians to have an opportunity to not only see and hear what is new but also to share information and concerns with colleagues.

With this in mind, the CEDS Board has decided to hold our topical conference annually instead of biannually beginning in 1997 and to move the conference to different regions of the country. Our goal is to make available timely information about the current trends in assessment to a wider audience of diagnosticians. If you couldn't join us in New Orleans, plan to be a part of the CEDS 1997 conference in Chicago. Future conference locations will be announced soon.

DDEL

The Division for Culturally and Linguistically Diverse Exceptional Learners

DDEL encourages all its members to introduce your colleagues, co-workers, and fellow CECers to DDEL. At a time when more and more special educators are working with students from diverse cultures, DDEL can help them develop successful strategies for teaching these students, as well as provide information about different cultures and the issues of importance to the field. DDEL welcomes everyone to its membership.

DDEL members attending the Sino-American Conference on Exceptionality in Beijing, China, will find much to add to their knowledge of working with culturally diverse students. China has more than 50 languages and several minority groups, including Mongolians, Kazakhs, and Tibetans. The conference will provide interesting dialogue about diversity and exceptionality issues.

DLD

The Division for Learning Disabilities

Last fall, members of the DLD Executive Board visited with legislative aides in the House and Senate to express concerns regarding reauthorization of the Individuals with Disabilities Education Act (IDEA). Their recommendations included: retention of learning disabilities as a separate category, funds for research and personnel preparation should not be cut, and the general education curriculum should not be the only goal for students with disabilities.

DLD is working with the National Joint Committee on Learning Disabilities to co-author position papers on operationalizing the definition of learning disabilities and recommendations for personnel preparation programs in both special and general education. Along with other organizations involved with learning disabilities, DLD is co-sponsoring a Summit on Teacher Preparation to be held in New York City in May 1996.

Evaluations by the participants in the first DLD Teachers Institute on July 9-11 in Asheville, NC, were extremely positive. Following up on this successful conference, another regional DLD conference will be held on May 17-18, 1996 in Chicago. Watch the *DLD Times* for specifics.

MRDD

The Division on Mental Retardation and Developmental Disabilities

Plans are underway for the MRDD Fifth International Conference on Mental Retardation and Developmental Disabilities to be held in Austin, TX, on October 11-13, 1996. Themes that will be highlighted are: early childhood education, families, transition services, and middle and senior high school curriculum issues. For information and/or to submit proposals, contact Linda Easton, 1431 Hidden Creek S. Dr., Saline, MI 48176, or Tom Bartels, Fax: 708/548-2508.

The MRDD Board of Directors published the Position Statement on the Employment, Preparation, and Management of Paraeducators (Paraprofessionals) and Support Staff in the Spring 1995 issue of *MRDD Express*. The Board would appreciate feedback regarding this statement. Responses or requests for more information should be sent to: Alan Hilton, Fax: 206/296-2053.

For information about MRDD, contact Darlene Perner at 506/444-4732 (O), 506/450-3762 (H), or e-mail: pernerd@nbnet.nb.ca.

TED

The Teacher Education Division

TED invites individuals interested in professional development and personnel preparation to join the division. Many of TED's members work in university settings or in state positions, school districts, and agencies that provide professional development to professionals who serve individuals with disabilities.

TED members receive four issues a year of our outstanding journal, *Teacher Education and Special Education*, the TED Newsletter, and reduced registration for the annual meeting. TED's 19th Annual Meeting will be held in Washington, DC, November 6-9, 1996.

TED's recent activities have focused on FY 96 appropriations and the reauthorization of the Individuals with Disabilities Education Act (IDEA). TED's concern that Congress had to get the message that the House action providing no FY 96 funds to professional development and personnel preparation would directly affect children with disabilities resulted in continuing action through October and November by the TED Executive Board.

A call to action went out to our 3,000 members nationwide in late August, and TED's September newsletter focused on continuing action. In October, TED urged its members residing in or around Washington, DC, to visit the Hill on behalf of TED and CEC.

IDEA Anniversary, *from page 1*

relegated to institutions or left at home without services. Some, who were accepted in the schools, floundered in general education classrooms or were placed in special education programs that did not meet their needs. Those with severe and profound disabilities were often believed to be uneducable.

In addition, no guidelines existed for states with regard to educating students with special needs. Whether a student with disabilities received services often depended on which state he or she lived in—and whether or not that state had the funds to spare for special education.

As a result, a million students with disabilities failed to receive any education, and millions more failed to receive an appropriate education.

Those who worked to enact P.L. 94-142 faced heavy opposition. One of the major factors advocates of P.L. 94-142 had to overcome was one of attitude. Many did not understand special education or the students it served, and many others did not think there was a need for these services. Even though more and more court cases around the country were establishing the rights of students with disabilities to be served in public schools, these cases were perceived as isolated incidents that did not affect other students with special needs, according to Abeson.

Some were afraid that admitting students with disabilities into the schools would hurt the school's quality of education, added Robert Gibson, former chair of CEC's Governmental Relations Committee.

Money was also an issue—the price tag associated with providing services for these students was high, and no substantial federal funding mechanism was in place. In fact, this was the first time the federal government was being asked to mandate an educational service and fund an ongoing national education program.

Another challenge supporters of P.L. 94-142 faced was building a consensus among the many players involved in the law, said Weintraub. The law's builders had to develop legislation that would meet everyone's needs and be acceptable to all interests.

CEC's Role in P.L. 94-142

Though the obstacles were formidable, lobbyists, educators, and parents marshaled their forces for battle, with CEC taking a leading role. CEC maintained that P.L. 94-142 was a matter of civil rights—that children with disabilities had a right to an appropriate education. No longer could education for this special population be an act of charity, which could be "expanded, curtailed, or eliminated depending on the fiscal exigencies of the education system," Weintraub testified before the Select Education Committee of the House of Representatives in 1974.

Weintraub further provided guidelines for least restrictive environment, nondiscriminatory assessment procedures, age eligibility, and definitions for special education and related services in his testimony.

CEC was also instrumental in developing a model law for the states to copy or adapt so they could enact the mandate to serve all children, said Gibson.

Formal testimony was only a part of CEC's efforts on behalf of P.L. 94-142. CEC initiated an extensive advocacy effort, selecting members from around the country who communicated with the 50 or so members of Congress who were key players in the passage of the bill. CEC's federations also established parent/professional partnerships at the local level to provide a broader base of communication.

"CEC was the leader that had the responsibility of seeing P.L. 94-142 through to passage and had the responsibility to negotiate all the pieces with the other major interests," said Ballard. "We were the natural leader on special education issues in the general education community, in the disability rights advocacy community, in the civil rights community, and in the parent

Continues on page 15

CEC Accepting Applications for Executive Director

CEC is currently accepting applications for an Executive Director. Please see pages 283-284 of the Dec./Jan. issue of *EC* for the qualifications required and the responsibilities of the position. All applications, nominations, and credentials should be sent by December 15, 1995, to: Dr. Karl R. Plath/Dr. Charles R. Thomas, PNR Associates, P.O. Box 1414, Northbrook, IL 60065-1414, Telephone: 708/498-4988, Fax: 708/498-5116. The executive director will assume the position on July 1, 1996.

TAKE IT FOR *granted*

Systemic School Change: The Geraldine R. Dodge Foundation funds projects in the northeastern U.S. that encourage better education for minority youths, involve families more in schools, and develop nontraditional student assessments. Deadline: December 15, 1995. Eligibility: Schools and school districts in northeastern U.S. Contact: Cynthia Evans, 201/540-8442.

Math-Science Teams: GTE Foundation's Growth Initiatives for Teachers (GIFT) programs support secondary math and science teachers who team up to develop innovative projects for their students. Deadline: January 16, 1996. Eligibility: Teams of one science and one math teacher. Contact: Maureen Gorman, 203/965-3620.

School Reform: The Joyce Foundation supports projects that help schools and districts manage change and encourage reform. The foundation prefers projects that improve public policy, help minorities and the disadvantaged, and stress regional and interstate cooperation. Deadlines: December 15, 1995, April 14, 1996, and August 15, 1996. Eligibility: Schools and school districts and other nonprofit organizations in Chicago, Cleveland, Detroit, and Michigan. Contact: Warren Chapman or Ellen Alberding, 312/782-2464.

CEC Institutes Focus on Young Gifted Education

CEC's Fall 1995 Institutes on Gifted Education, funded by the National Training Program for Gifted Education, a project of the Jacob K. Javits Gifted and Talented Act, focused on effective curriculum for gifted students grades K-3. Educators of young gifted students need to ensure that curriculum uses "developmentally appropriate practices," within intellectually challenging material, according to the institute speakers.

Currently, some young gifted students who receive differentiated services work on activities that challenge them but are not developmentally appropriate. But, young children, no matter how gifted, still need hands-on activities, exploratory experiences, and activities that are of interest to them, the presenters explained.

Furthermore, although a tiny minority of 5- to 8-year-olds is truly interested in decimals (and their interests and learning should be encouraged), it is critical that we determine whether or not they are interested in our curriculum. In short, the playfulness and exploratory natures of young children should be taken full advantage of in developing curriculum and activities for them, the speakers concluded.

Both teachers and university leaders served as presenters at the institutes, giving attendees the theories and ideas underlying curriculum for young gifted children, as well as hands-on activities that can be used every day.

June Maker and Margaret King, professors from the University of Arizona and Ohio University respectively, encouraged educators to work with open-ended activities that allow children time to interact with materials and ideas in ways that interest the children and allow for diverse "correct" answers. ■

CEC's 1996 Convention—Putting Magic into Learning

Florida's Disney World is known as a magical place. But the place where the magic is happening on April 1-5, 1996, is in Orlando at CEC's 1996 convention. From the in-depth workshops led by expert practitioners to the more than 600 dynamic sessions giving you cutting-edge information to the exciting exhibits showing you the latest in innovative software, products, and hands-on technologies, the magic never stops.

Mike Farrell, better know as B. J. Honeycutt on the popular television series MASH, kicks off the convention at the first general session. Farrell represents CONCERN/ America, an international refugee and development organization. The second general session, a panel discussion by CEC leaders, brings together parent and family issues and special education.

This year, CEC will offer attendees 17 special workshops, including stress management, outcome-based assessment, transition planning, special education law, and discipline. Additional workshops on inclusion, collaborative teaching, multicultural education, gifted education, attention deficit disorder, and more will be offered.

Plus, you can choose from hundreds of sessions and 10 topical strands that can make your teaching easier—and enhance your career. Attendees can earn Continuing Education Units (CEUs) for participating in CEC workshops and instructional sessions. And, you will have many opportunities to network with national and international education leaders.

While you're there, don't forget to take in the sun and the sights of Florida.

Put some magic in your life. Join us in Orlando, April 1-5, 1996. For more information, call 800/224-6830. ■

Clearinghouse Develops Database of Recruitment Programs for Students of Diverse Cultures

In 1990, approximately 32% of America's students represented diverse populations. However, only 13.5% of our nation's teaching force was made up of individuals from diverse populations, according to the National Center for Educational Statistics.

To reduce this disparity, college and university administrators of special education teacher preparation programs have initiated programs to recruit students from diverse cultures into the field. The programs, some of which are administered by entire colleges of education rather than specific departments, have successfully attracted and retained qualified, culturally and linguistically diverse students to their special education departments. Furthermore, students have expressed satisfaction with the opportunities afforded by these programs.

The National Clearinghouse for Professions in Special Education (NCPSE), housed at CEC Headquarters, is collecting information about these recruitment programs for a searchable database. Prospective students, program administrators, and researchers will be able to access the database to learn which colleges and universities are actively recruiting students of diverse backgrounds and what their programs offer.

The following two programs are examples of current recruitment efforts. Though each of the programs recruits individuals who are culturally or ethnically diverse, each uses different strategies to attract incoming students. Interested readers are encouraged to contact the Institute of Higher Education representative directly for additional information.

Sonoma State University

- **Recruitment activities**: High school, junior college, and university students assist teachers in public school classrooms for a year and enroll in a three unit lower division education course at Sonoma State University free of charge. Junior college and university students not currently taking the course attend monthly seminars. All junior college and university students receive an annual stipend of $400.
- **Program support**: Administrative support for the Teacher Diversity Project is at the School of Education, although the philosophical impetus originates from the Chancellor's office at the state level. Sonoma State University receives $75,000 per year from the Office of the Chancellor of the California State University (CSU) system. The source of this money is the California lottery.
- **Evaluation**: Project administrators receive feedback from high school, junior college, and university students who have completed the program. A pretest-posttest-follow-up evaluation methodology is being developed.
- Contact: Deborah Robyn Priddy, 707/664-4124.

Hampton University

- **Recruitment activities**: Program faculty and administrators network with higher education personnel on campus to heighten interest regarding the Hampton University special education program. Formal presentations are given at high schools, community functions, and at professional meetings such as CEC conferences. Hampton University Department of Education representatives maintain contact with former and current students and receive referrals from these students so that recruitment activities can be implemented.
- **Program support**: Recruitment activities are financially supported through the University's School of Liberal Arts & Education. Additional funding is received through the Office of Special Education Programs (OSEP), U.S. Department of Education, Division of Personnel Preparation (DPP) Grants. Administration of the Hampton program is through the Department of Special Education.
- **Evaluation**: A special education committee is in place within the Department of Education. Data regarding student recruitment and enrollment are assessed at the conclusion of each semester. External review is conducted by consultants affiliated with current Department of Personnel Preparation grants.
- Contact: JoAnne Y. Carver, 804/727-5178 or 5793.

If you have information about a recruitment program for culturally diverse students for special education training to include in the NCPSE database, please send supporting documentation to Judy Wald, CEC, 1920 Association Dr., Reston, VA 22091; phone, 703/264-9405; FAX, 703/455-9494; e-mail, judyw@cec.sped.org; or call NCPSE at 800/641-7824. ■

School-to-Work Transition
Life Centered Career Education
Regional Training

A complete program to help you give your students the skills they need to make the transition from student to adult, from school to work and postsecondary education

Call now! 800/224-6830

Where:

Orange County, CA
January 26-27, 1996

Tuition:
Members.........$199
Nonmembers..$249

Reach Out to Tomorrow's Special Educators

BY MATTY RODRIGUEZ-WALLING

As a special educator, I know I make a difference in my students' lives. As a member of the Florida's Special Education Speakers Bureau, I know I am making a difference in the lives of *tomorrow's* special education students.

My participation in the Speakers Bureau began in the winter of 1993 when I received a call from my special education director. He said I had been nominated for a pilot program that would involve speaking to middle school, high school, and community college students about a career in special education. As I had started my career as a secondary school teacher, I looked forward to working with high school students again and eagerly accepted the post. Little did I know that participating in the Speakers Bureau would prove to be one of the most rewarding aspects of my career.

In 1993 the National Clearinghouse for Professions in Special Education, CEC, and the National Association of State Directors of Special Education established the Speakers Bureau to interest young people and adults in the special education profession and offset the current and projected shortage of special educators. Presently, special education suffers from a 40,000 deficit in special education teachers and related service providers. That number is expected to continue to increase.

To reverse this trend, Speakers Bureau members travel to area schools and organizations and introduce students and adults to the rewards of teaching students with special needs and the opportunities available in the field throughout the school year.

What we have found, even in this day of inclusion, is that many—adults and students—know little about special education. But, as we share our personal experiences as special educators, interest builds and we touch lives in a new way. Speakers Bureau members help more people understand what special education is about, and we've helped some individuals determine their future careers.

Every presentation reaps numerous questions about the field, the profession, and related services. Many want more information about what a disability is, what financial aid options are available, and how they can work as a paraprofessional while they pursue their degree. At the conclusion of the presentation, evaluations and personal questions show just how much we've affected our audience. Comments include:

"The presentation was fabulous. The subject of special education is fascinating."

Matty Rodriguez-Walling (second from right) joins fellow Florida Speakers Bureau members as they prepare to give a presentation

"You have opened up doors and options for me."

"I never thought I wanted to be a special educator, but now I am starting to think about it. I might change my mind about my career."

And there are the personal stories—the students who have a relative or friend with a disability and are so glad someone has shown their fellow students that children with special needs can be successful.

The Speakers Bureau can also lead to unsuspected roles, such as mentoring aspiring special education teachers. Long after a presentation is over, some students who have decided to pursue a career in special education will keep in touch. Upon graduation, they look to you for advice on how to proceed to reach their goal.

Speaking to others about my work—the challenges, the rewards, and the successes—gives an extra dimension to my work in the classroom. As I talk about what it means to be a special educator, I find myself energized, filled with renewed pride in myself and my profession. And I'm glad I can pass the gift of being a special educator to a new generation of very special individuals who will ensure our students receive an education that will allow them to succeed.

Continues on page 13

CEC *honor roll*

Jacqueline Caldwell, a student at the University of Maryland, College Park, and member of CEC #504, was recently named a U.S. National Collegiate Award winner in education. Less than 10% of all American college students are recognized with this award.

Steven Noll, an Adaptive Technology Lab Teacher at Sidney Lanier School in Gainesville, FL, and member of CEC Chapter #1024, was second runner-up for the 1995 Edmark Special Educator of the Year. Noll developed an integrated program that ties lab, classroom, and real-life situations together and shows students that classroom learning has relevance to life.

CEC's Dogwood Chapter Retakes Lead in Each One, Reach One Campaign!

The Dogwood Chapter reestablished its first place status in the Each One Reach, One Campaign. After last month's upset by Utah's Snowbird Chapter—now in second place—Dogwood stepped up the pace of its recruiting efforts. Dogwood's record-breaking recruitment maneuvers gave it the additional new members it needed to reclaim its first place status.

"Snowbird really put the pressure on," said Dogwood's Membership chair Joann Brittingham. "Our members made recruitment a priority, and their hard work restores us to our rightful place. We intend to keep bringing CEC new members through the remainder of the campaign. We challenge Snowbird—as well as other contenders—to bring more members into CEC."

The top ten in the campaign are:

- **Dogwood Chapter #685 in GA**
- **Snowbird Chapter #981 in UT**
- **East Stroudsburg State College Chapter #909 in PA**
- **Purdue University Chapter #762 in IN**
- **University of South Florida Chapter #399 in FL**
- **Northern Nevada Chapter #438 in NV**
- **Illinois State University Chapter #648 in IL**
- **Ball State University Chapter #320 in IN**
- **University of New Mexico Chapter #628 in NM**
- **B. Gale Chance, Individual.**

* *The campaign ends December 31.* ■

Reach Out, *from page 12*

from page 12

Getting the Speakers Bureau Off the Ground

During the 1993-94 school year, the state education agencies and the state CEC federations selected eight special educators in Florida, Virginia, and Michigan to participate in the Speakers Bureau. Though Michigan decided not to continue to participate in the program as it has a surplus of special educators, Florida's Speakers Bureau has grown substantially. It now has about 50 members. Virginia's program currently has approximately 30 speakers.

Since its inception, the Speakers Bureau project has been taken over by the state education agencies, which provides its own training and sets up its own administrative policies.

CEC will launch a campaign to recruit individuals into the special education field that will build on the Speakers Bureau program in February 1996.

To Join a Speakers Bureau

If you would like to participate in a speakers bureau and you live in a state that has not yet set one up, contact your state education agency and state CEC federation. If you live in Virginia and would like to participate in the Speakers Bureau, contact Jaye Harvey, 804/828-8528; if you live in Florida, contact Matty Rodriguez-Walling, 305/274-3501, ext. 65. Rodriguez-Walling also welcomes questions from anyone interested in learning more about participating in or establishing a Speakers Bureau. In addition, the National Clearinghouse for Professions in Special Education, 800/641-7824, has materials on the Speakers Bureau. ■

Matty Rodriguez-Walling, CEC's 1994 Clarissa Hug Teacher of the Year, teaches students with behavioral disorders in Miami, FL. She is a member of CEC Chapter #121.

Get Ready for CEC On-line!

CEC is developing a home page for the World Wide Web. Please let us know what types of information you would like CEC to include in its Internet communications. Send your ideas to: jeanb@cec.sped.org, or fax, Attn: Jean Boston, 703-264-1637.

CLIP AND SAVE

EXTRA *credit*

Automation through Windows—PROXI has developed software that helps individuals with disabilities open doors, turn on lights, and perform other tasks through a Windows environment. The unit can be customized to meet the needs of each consumer. The base unit which includes electrical control, phone and infrared, costs $24.95. For more information, call 800/661-8406.

Education Law on the Internet—EDLAW, Inc. now has a home page on the World Wide Web. Its Internet site will contain the full current texts of basic legal information for special education, including IDEA and Section 504 of the Rehabilitation Act. Upcoming postings will provide texts of the regulations governing Preschool Grants for Children with Disabilities and the Infants and Toddlers Program. To access, set your web browser to http://www.access.digex.net/~edlawinc/

CD-ROM Library on Disability—The Cooperative Electronic Library on Disability provides data on products and services for people with disabilities, as well as information resources (publications, media, and materials on disability). Cost: $27. To place an order, call the Trace Center Reprint Service at 608/263-2309, TDD 608/263-5408.

McJobs—McDonalds offers an employment program for individuals with mental and physical disabilities. The program includes a job coach, one-on-one training, extra station practice time, weekly reviews, and activities and outings to help employees get to know their co-workers. For more information, call Rogercarole Rogers, 708/575-6540, or Judie Stoebel, 708/575-3775.

Funding Dedicated to Serving Special Education Students Essential

BY EDWIN W. MARTIN

Should special education funding be used for general education? In this era of mean-spirited politics, when at-risk populations are being asked to absorb disproportionate shares of the reductions of services, the temptation to write a mean-spirited editorial seems almost acceptable.

However, *Washington Post* columnist William Raspberry cautions that we must not become "the thing we hate." With Raspberry's admonition in mind, I seek to apply reason to the question.

Don't Let History Repeat Itself

In 1970, the Federal Bureau of Education for the Handicapped was trying to secure from the new administration a major commitment to additional funding for special education to be distributed to the states through Title VI of the Elementary and Secondary Education Act,also known as the Education for the Handicapped Act. James E. Allen, the U.S. Commissioner of Education, supported this proposal, for he had first-hand experience with a situation in which separate funding for students with disabilities was lost.

New York State had used a program that reimbursed local school districts for special education programs that was separate from the regular entitlement each district received for its regular education population. Allen, then Commissioner of Education in New York state, supported a change that would combine the two funding sources. In the new program, the district would receive as much in total funding as it had received previously, and it could use the combined funds to serve all its students. It was argued that such a program would help assure that children with disabilities would be seen as part of the total responsibilities of the district and would be more likely to be included in "mainstreamed" programs.

However, within a few years, Allen noticed a dramatic decline in services to children with disabilities, and the legislature returned to separate funding for students with special needs. With this lesson in mind, he supported our efforts to increase funding for the Education of the Handicapped Act.

The Need for Services for Students with Disabilities Continues to Rise

As we learn more about the needs of students with special needs, it becomes clear that monies devoted to special education should be increased, not diluted. According to the National Longitudinal Transition Study of Special Education Students by M. Wagner, high school youth with disabilities fare much more poorly than we had hoped. They get lower grades. They drop out more frequently. One out of four youngsters with learning disabilities is arrested within 5 years of leaving school. Worse, one out of two youngsters with emotional or behavioral problems is arrested within 5 years of leaving school.

Are we supplying these young people with the related services, such as counseling, that might help them weather the storms of education? Less than 25% of children with learning disabilities receive any counseling. Worse, less than 33% of children identified as having emotional or behavioral problems receive any counseling. Other related services, also, are insufficiently provided. *Teachers and parents with whom I have met tell me that children are not getting the services they need. Teachers report that they are under pressure not to refer children to special education for financial reasons.*

Is Inclusion the Answer?

Baker and Zigmund presented case studies of "inclusion" programs in several school districts in five states in the *Journal of Special Education*. "It was clear that implementing inclusive programs required more, not fewer resources than were being spent on pull-out programs," they report.

They also concluded that in the districts they observed, children were receiving an improved general education program, but not the unique and individually designed education that P.L. 94-142 requires. "We saw almost no specific, directed, individualized, intensive remedial instruction of students who were clearly deficient academically and struggling with the schoolwork they were given."

In sum, we currently fail to provide many children with programs that demonstrate sufficient positive outcomes. We are not providing the related services or new technologies required by law. Evaluation of programs where children are included in general education programs, while philosophically attractive, have been observed to provide less than satisfactory results (no broad-scale studies of effectiveness of inclusion are yet available) and may turn out to be more expensive to offer.

Combine Resources to Fit the Needs of All Our Students

As I review these facts and take into account the historical lesson provided by Commissioner Allen and other similar reports, I do not find a rationale for shifting resources away from special education. Nothing prevents programs designed to benefit children without disabilities along with disabilities from being funded by general education funds in combination with special education funds—in proportion to the children included and the services received by each population. But let's make sure that special education students receive the resources they are entitled to and need to achieve in our schools. ■

Speaking Out reflects the opinions of individuals. Your comments are welcome!

Edwin W. Martin is President Emeritus of the National Center for Disability Services. He is a member of CEC Chapter #71.

IDEA Anniversary, *from page 5*

community. If CEC didn't do it, it may have happened, but not in the meaningful, truly significant way it did."

Twenty Years of Progress

Special education advocates, service providers, and parents have much to celebrate. In the past 20 years, special education has seen landmark changes in the quality and extent of services. Just a few of the innovations and advancements of which we can be proud include:

- **All states offer a free, appropriate public education (FAPE) for students with disabilities**—In 1973-74, only a few states assured FAPE for all students with disabilities. Since 1992-93, all states and jurisdictions ensure FAPE to all eligible 3- to 21-year-olds.
- **Deinstitutionalization**—Institutionalization as we know it is over. Today, few students with disabilities are in institutions, and most state facilities have been closed.
- **Lower student/teacher ratios in special education**—In 1976-77, there was one special education teacher per every 22.4 children with disabilities. In 1991-92, for every special education teacher, there were 15.6 students with disabilities.
- **Expansion of transitional planning from the schools to the community**—Current transitional services extend beyond the school to community businesses and organizations.
- **Early Intervention Programming**—Despite CEC efforts, the original law provided special education services for students ages 5-21. Through CEC's advocacy, in 1989 the law was changed to ensure that children from birth-21 receive services.
- **More students with disabilities complete high school**—In 1992, 229,368 students with disabilities exited the educational system. A majority, 57.4%, graduated with a standard high school diploma or a certificate of completion.
- **Employment of students with disabilities is increasing**—By 1989, 67% of students with disabilities were employed, compared with 52% in 1987.
- **Progress of least restrictive environment**—The whole inclusion movement is in part a result of P.L. 94-142, said Abeson. "It has contributed to the movement of community living. It's too easy to look at P.L. 94-142 in only an educational context... It affects work, earning a living—the whole nine yards," he added.
- **Increasing numbers of students with disabilities are attending colleges and other appropriate postsecondary environments.**
- **Improvements in quality of special education**—Through funding and commitment to special education, numerous advancements in special education strategies and technology have led to improved services to students with disabilities.
- **School Reform**—Special education is leading the way in school reform in many areas on behalf of all students. In addition, many special educators are being called on to be major leaders in school reform.
- **Parent and Family Empowerment**—Families now have the tools to assist them in working with the schools.

The Future of IDEA

In this time of reauthorization, many wonder what the future will hold for P.L. 94-142. At Congressional hearings in May of 1995, the consensus was that though the law could be refined, few want to make any major changes. Advocates urged adjustments on having the law focus more on outcomes for students with disabilities, providing refinements in the Individualized Education Program (IEP) requirements, and ensuring parent involvement in IEPs and the implementation of their children's education. Other recommendations included setting discipline guidelines and utilizing mediation in parent/school disputes.

Weintraub warns that policy-setters must remain on guard against the bureaucratization of special education placements and processes. The IEP was intended as a tool for "good communication and good decision making," Weintraub said. The move toward computerized IEPs, standardized forms, and excessive paperwork contradicts the idea of an individualized education program that meets the needs of each student.

Special education advocates also warn that we must remain ever vigilant about rights for students with disabilities and continue to educate the public and the Congress about our students and our work.

But overall, Congressional representatives, advocacy groups, special educators, and parents agree that P.L. 94-142 is landmark legislation that has stood the test of time and may be one of the most significant pieces of legislation to have been enacted in education history. ■

Classified Ads

The George Washington University is proud to announce the offering of a Master's degree program in Curriculum and Instruction with an emphasis in Bilingual Special Education. The program begins in January '96 at the new Alexandria Graduate Education Center in Alexandria, Virginia. The two-year program provides graduate level study to meet the need for high quality, professionally trained educators and administrators to respond to the needs of culturally and linguistically diverse exceptional students. For further information, please call Dr Amy Mazur, program advisor, at 202/994-1511, or the Division of University Programs at 202/973-1130.

Early Childhood Summer Training Institute (ECSTI) is offering three different one-week seminars, June 18-24, June 25-July 1, and July 2-8, at Muskingum College this summer. Seminars include: Curent Issues in Teaching Young Children, Educating Infants and Toddlers, The Arts in Early Childhood, Principles and Practices for Inclusive Early Childhood Classrooms, and more. Costs per week: three semester hours of undergraduate or graduate credit, $780; 2.5 CEUs, $530; for information only, $480. For more information, write to Early Childhood Summer Training Institute 1995, Muskingum College, New Concord, OH 43762-1199, or call 614/826-8357.

CALENDAR OF CEC *events*

january

January 11-13, 1996
13th Annual International TAM Conference, "Technology that Empowers," Austin, TX. Call: Dave Edyburn, 414/229-4821.

february

February 1-3, 1996
Alabama Federation Conference, "Catch the Spirit of Special Education at CEC," Mobile Convention Center & Adam's Mark Plaza Riverview Hotel, Mobile, AL. Call: Barbara Phillips, 334/460-6460.

February 3-4, 1996
North Dakota Federation Conference, Mandan, ND. Call: Wayne Triska, 701/221-3755.

February 9-10, 1996
Colorado Federation Conference, "Courage to Risk," Broadmoor Hotel, Colorado Springs. Call: Ruth Anderson, 303/447-1010.

February 12-13, 1996
Minnesota CEC & Coordinator's Conference, "Collaborating for Success: The Vision Continues," Radisson South in Bloomington. Call: Jan Manchester, 612/439-1376.

February 14-16, 1996
CASE Institute on SED, Clearwater Beach, FL, Holiday Inn Surfside. Call: Jo Thomason, 505/243-7622.

February 16-18, 1996
California Federation Conference, "Seamless Service Delivery Systems: Bringing the Future Together Today," Ontario Red Lion, Ontario, CA. Call: Cathy Carpenter, 805/527-8033.

February 22-23, 1996
Manitoba Federation Conference, "Excellence on a Shoe String," International Inn, Winnipeg, MB. Call: Helga Berger, 204/667-2960.

February 22-24, 1996
South Carolina Federation Conference, Hyatt Regency, Greenville, SC. Call: Helen Meyers, 803/771-5698.

February 28-March 2, 1996
Michigan Federation Conference, "Embracing an Era of Change: Reauthorization, System Unification, and Diversity," Amway Plaza, Grand Rapids, MI. Call: Barbara Pierce, 313/567-8542.

February 29-March 1, 1996
New Mexico Federation Conference, Albuquerque Convention Center, Double Tree Hotel, Albuquerque,NM. Call: Mary Ann Domina, 505/247-1012.

February 29-March 2, 1996
South Dakota Federation Conference with the SD Office of Special Education, "Different Perspectives—Same Goal . . . We're All in this Together," Rushmore Plaza Convention Center Hotel, Rapid City, SD. Call: Robin Cline, 605/773-3678 or Loye Romereim, 605/688-4545.

February 29-March 2, 1996
Texas Federation Conference, Austin, TX. Call: Susan Jezek, 713/686-6259.

march

March 1-2, 1996
Virginia Federation Conference, "Celebrating Partnerships," Holiday Inn, Fairfax VA. Call: Sue Nelson Sargeant, 458 Lauren Avenue, Fredericksburg, VA 22408 540/898-3198.

March 8, 1996
New Jersey Federation Conference, "Cultivating Ideas: Harvesting Success," Somerset Radisson Hotel. Call: Diane Cavanagh, 201/786-5894.

March 11-14, 1996
Louisiana Federation Conference, Radisson Hotel, Baton Rouge, LA. Call: Patricia Morris, 504/286-4751.

March 14, 1996
Delaware Federation Conference, Wesley College, Dover, DE. Call: Reyna Mayfield, 302/366-1623.

March 15-16, 1996
Washington Federation Conference, Sheraton Hotel and Tacoma Convention Center, Tacoma, WA. Call: Ruth Peckarsky, 360/568-0681.

THE COUNCIL FOR EXCEPTIONAL CHILDREN
1920 Association Drive
Reston, VA 22091-1589

NON-PROFIT
ORGANIZATION
U S POSTAGE
PAID
HERNDON, VA
PERMIT #1575

Mickey, here we come! CEC's Annual Convention, April 1-5, 1996.

CEC today
EXCLUSIVELY FOR MEMBERS OF THE COUNCIL FOR EXCEPTIONAL CHILDREN
VOL. 2 NO. 7
JANUARY/FEBRUARY 1996

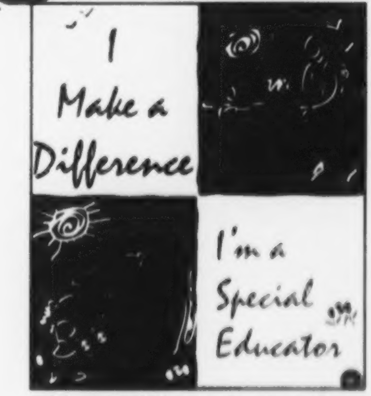
CEC Launches Special Education Recruitment Campaign

One of the reasons people fail to go into—or even consider—a career in special education is that they know so little about it. This spring CEC is going to change that.

In February 1996, CEC is launching "Make a Difference—Be a Special Educator," a campaign to encourage individuals to consider a career in special education. Through CEC and its federations and chapters, CEC members are encouraged to act as recruiters for special education. They will work within their school, district, and community to increase public awareness about exceptional children and special education and promote special education as a career. Those who participate in the program can perform a variety of recruitment activities, ranging from acting as a mentor for future special educators to speaking to high school students or community organizations about special education. CEC will make available a number of recruitment tools they can use to augment their work, including an activity guide and various promotional materials.

Special educators who have participated in similar programs, such as the Florida and Virginia Speakers Bureau, report that adding recruitment to their professional responsibilities reaps huge rewards. Not only do the recruiters help ensure that special education will have dedicated and qualified individuals to provide educational opportunities for tomorrow's students, they also gain a great sense of personal satisfaction. Being a special education recruiter brings a renewed sense of excitement to one's work, reinforces one's commitment, and adds to one's professional competence and skill, according to Speakers Bureau members.

"CEC's recruitment campaign is a natural step for the organization and our members," said Nancy Safer, CEC's Interim Executive Director. "We believe that the best recruiter of future special educators is today's special educator. As our members represent the best of special education, they are imminently qualified to help others learn about the field and the numerous rewards it offers to all who work with exceptional children."



CEC's Special Education Recruitment Poster

Choosing a Career in Special Education

CEC's recruitment campaign is built around the fact that people choose careers based upon their experiences.

Continues on page 15

CEC Home Page Preview

CEC is about to add a new benefit to services for members—a CEC home page on the Internet. As you may know, the Internet is a connection of thousands of computer networks linking millions of people all over the world. Many people first become familiar with the Internet as they use it to send e-mail messages, but its true value promises much more. Imagine being able to do your research, shopping, conferencing, reading, copying, visiting, mentoring, and on and on, all in the comfort of your home or office. This comprehensive resource puts you in touch with people you never dreamed you would be connected to.

Although you can't sign on quite yet, construction of CEC's World Wide Web (WWW) Site is well underway. The WWW, the "commercial zone" of the Internet, allows Internet users to learn about different businesses and their products from their computer, as well as to order materials the businesses offer. If you aren't connected yet to the Internet, you still have time to get a modem and

Continues on page 9

inside

How to Find a College That Serves Students with Disabilities 2

Senate Recommends Discipline Guide for IDEA 4

Lessons Learned in College Far Outweigh Those Not Learned 14

How to Find a College That Serves Students with Disabilities

Finding the right college or other postsecondary school of education requires research and planning. This is especially true of students with disabilities.The following tips will make the job easier and help ensure that these students find a school that meets their scholastic requirements and provides the accommodations they need to succeed.

Look for the Best School

Students with disabilities should start their search by listing the best programs in their chosen field of study. The list can then be narrowed by investigating which of these institutions can meet the needs of the student. Thus,

- Step one is gathering information about schools that offer a program in the content area of interest to the student.
- Step two is knowing what accommodations are needed.
- Step three is being aware of the accommodations and special services available in the program that interests the student.

Once students have narrowed the choices, they should arrange to visit the school(s) they are interested in. The visit should occur while classes are in session but not during exams so the prospective college student can meet and talk with other students, both disabled and nondisabled.

A preadmission interview with the dean, vice president, or Disability Support Services (DSS) officer during the student's junior year is recommended. At this time, questions about a student's disability-related needs can be raised outside of the admissions process. Insight gained from the junior year preadmissions interview also allows the student time to enhance his or her record prior to completing the admissions application the following year.

Admissions

Students should be sure to find out about admissions requirements of programs they may wish to attend. Some programs require that certain preparatory courses be taken before students can qualify for admissions.

In addition, many schools require standardized admissions tests or other assessments. Special test-taking accommodations (such as a large print copy, use of a reader, or additional time) can be made for students with disabilities.

Services Available

Many postsecondary schools and training programs routinely provide auxiliary aids, accommodations, and services that enhance access to persons with disabilities. Students can request the accommodations from the Dean of Students, DSS officer, or whoever is responsible for services to students with disabilities.

Examples of such services—and services students should look for and ask for—include:

- Preregistration—If a student has limited mobility or needs to plan for access to services or materials such as recorded tests, interpreters, and notetakers, he or she can ask for help in scheduling classes before the rush of registration day.
- Flexibility in class scheduling—Not all classrooms are accessible. If a student registers for a class that is scheduled in a room that is inaccessible, he or she may request from the DSS officer or Dean of Students that the registrar relocate the class to a room that meets his or her needs.
- Flexibility in course requirements—If a student's disability absolutely prevents him or her from participating in a specific required course even with adaptations, the student may be able to arrange to have a different class substituted for the required one.
- Extended time—Some students may need more time (months or years) to complete the coursework if their disability limits the number of classes they can take each semester. For individual classes, students may want to consider extended time if their disability limits their ability to manage the required workload. In such cases, students may also have to ask their teachers for extra time to complete research papers or other assignments.
- Test modifications—Many instructors are willing to modify examination methods or locations if a student's disability requires a different evaluation strategy. Students may request to take a test orally, with questions on a tape, or read aloud. Students may also request to tape record their answers. Additionally, students can arrange extra time to complete their tests.
- Notetakers—If students have difficulty writing or listening to lectures and taking notes at the same time, they can arrange for notetakers on a regular basis.
- Special help for students with learning disabilities (LD)—Schools generally provide assistance to students with learning disabilities in one of three ways: use of recorded texts, notetakers, extended time for tests, etc.; others have study centers where students can go for tutoring; and/or some offer comprehensive LD programs involving testing, individualized education programs (IEPs), and tutoring.
- Interpreter services—Students who are deaf or hard of hearing and need an interpreter to fully access the college or vocational program environment can request an interpreter.
- Orientation for new students—Many schools have additional orientation programs for incoming students with disabilities. At this time, students with mobility problems can be shown accessible campus routes and be provided with maps or guides in either print, tactile, or audio format that show access to ramps and elevators.
- Physical access—When students are visiting schools, they should check to see if they can move around easily and whether or not they can enter and use the school's facilities. In addition to classrooms, students should try out the library, Student Union, and recreational facilities. Also, students should check for adequate transportation facilities, both on-campus and public.

Continues on page 7

CEC and the Foundation for Exceptional Children to Merge

BY GARY DEAN MEERS

CEC and the Foundation for Exceptional Children (FEC) recently achieved an historic milestone in cooperation. In November 1999, FEC will merge into and become part of CEC. At that time, CEC will own all of FEC's programs and assets.

Prior to 1999, each corporation will remain separate but will begin to work jointly on projects. This will allow CEC to smoothly incorporate FEC's programs and assets into its strategic plans. In addition, CEC will have an opportunity to study the best way to incorporate FEC into its organization.

The Foundation has a proud and unique history. In June 1971, CEC's governing body and its Executive Director, William Geer, created the Foundation as a nonprofit, tax-exempt 501 (C) 3 organization. The Foundation's mission is to:

- Encourage, enhance, and empower children and youth with disabilities and/or gifts and talents to obtain their greatest potential.
- Promote quality education and assist youth with disabilities make the transition from school to adult life.
- Raise the awareness of the general public to the value and abilities of children and youth with disabilities and/or gifts and talents.
- Strive toward the empowerment of persons with disabilities to attain a high quality of life through removal of barriers, improved education access, and involvement in general social activities.

Though small in personnel, FEC is large in national impact. During the past 24 years, it has initiated and administered many worthy programs, including:

- **The Conference on the Culturally Different Gifted Child**—A national conference to develop guidelines to create programs that help gifted children reach their greatest potential with a special sensitivity for the need and abilities of gifted children from minority groups.
- **A Primer on Individualized Education Programs (IEPs) for Handicapped Children**—A text FEC developed and published to provide special and general educators with an understanding of the elements of IEPs for children with disabilities.
- **Incarcerated Handicapped Youth Project**—A technical assistance project in two penal institutions in the Washington, DC, area to improve educational programs for 1,500 local youth incarcerated in juvenile facilities.
- **Yes I Care**—A program that recognizes adults and corporations for their commitment and achievement in support of all youth with disabilities.
- **Mini-Grants**—A program that provides money to schools and special education professionals to help fund innovative and creative programs in the classroom.
- **Scholarship**—A program FEC administers that annually awards scholarships to high school seniors who are disabled and entering college.
- **Team Work**—A national program that helps prepare and find jobs for youth with disabilities by pairing them with volunteer mentors from business and industry. The project is currently run at 10 different sites across the nation.
- **Yes I Can!**—An international program that provides national awards for achievement in academics, the arts, independent living, athletics, community service, employment, and extracurricular activities. Participants are nominated by their teachers, counselors, and parents. More than 25,000 youth have been recognized through the Yes I Can! program.

With the similarity of purpose and mission between the Foundation and CEC, the merging of these two organizations will yield a much stronger organization and one that can better serve its constituency. ■

inside

JANUARY/FEBRUARY 1996 VOL. 2 NO. 7

CEC Today is published by
The Council for Exceptional Children, 1920
Association Drive, Reston, VA 22091-1589
Telephone 703/620-3660, TTY 703/264-9446,
lyndav@cec.sped.org.

CEC Today is not copyrighted. Members are encouraged to copy and disseminate information in this publication.

CEC President: Diane Johnson

Interim Executive Director: Nancy D. Safer

Editor: Lynda C. Voyles

Contributing Editors: Jacki Bootel, Department of Public Policy; Jean Boston, Publications and Professional Standards; Jane Burnette, Grants and Contracts; Brian Carroll, Professional Development; Grace Zamora Durán, Membership; Karen Vermaire Fox, Student CEC; Stephen Gregory, Marketing; Jeanne Glover, Membership; Shelia Mingo, Ethnic and Multicultural Concerns

CEC Launches Special Education Campaign *1*
CEC Home Page Preview *1*
How to Find a College That Serves Students with Disabilities *2*
CEC and the Foundation for Exceptional Children to Merge *3*
Advocacy in Action *4*
Student CEC Spotlight *6*
International *7*
Division Focus *8*
Professional Advancement *10*
Multicultural *12*
Speaking Out *14*
Lessons Learned in College Far Outweigh Those Not Learned
Classified Ads *15*
Calendar of Events *16*

Advocacy in Action

Discipline

Discipline of students with disabilities has become one of the most contentious issues in the reauthorization of the Individuals with Disabilities Act (IDEA). The administration has proposed that a child with a disability who brought a dangerous weapon to school could be placed in an "interim alternative educational setting" (IAES) for up to 45 days. Similarly a hearing officer could place a student in an IAES for up to 45 days if the student is likely to engage in injury to self or others.

The House draft of the IDEA bill adds drugs or committing a violent act as behaviors that would allow placement in an IAES. Further, the House draft permits the total cessation of education for students with disabilities if the behavior was not a manifestation of the child's disability.

Senate Recommendations on Discipline

The draft Senate bill includes and expands upon many of these provisions. The bill permits a school district to:

1. Suspend a student with a disability for more than 10 days if:

- The school policy is applied to all students.
- The student's behavior is not a manifestation of the child's disability as determined by the child's IEP team.
- The student continues to receive educational services unless the student is determined to be involved with dangerous weapons or drugs and the policy of the agency is to terminate services to any child involved with dangerous weapons or drugs. If the parents do not agree with the determination, then, while due process procedures are taking place, the student continues to receive educational services.

2. Place a student with a disability who (1) has a dangerous weapon, (2) engages in the illegal use, possession, or distribution of drugs, or (3) engages in behavior that results in or is substantially likely to result in serious bodily injury in an IAES when:

- The principal, in consultation with others, determines the behavior occurred.
- The behavior is a manifestation of the student's disability. If not, the student may be treated as any other student
- The IEP team determines modifications to the child's IEP that are necessary for placement in an IAES.
- The principal's determination occurs within 10 days of the behavior and placement must occur within 20 days of the behavior.
- The parents are afforded an expedited hearing if they disagree with the placement; however, during the pendency, the child shall remain in the IAES.
- Within 45 days, the IEP team reviews the student's progress and determines an appropriate placement.

3. Place a student with a disability who engages in ongoing serious disruptive behavior in an IAES when:

- The principal, in consultation with others, determines that the behavior significantly impairs the education of the child, the education of other children, or the ability of the child's teacher to teach.
- There is a cumulative record over an extended period of time describing the behavior of the child and documented evidence of efforts to intervene.
- The IEP team develops a placement in an IAES.
- The determination and the IEP team's actions must occur within 10 days.
- The parents are afforded an expedited hearing if they disagree with the placement; however, during the pendency of the proceedings, the child shall remain in the placement recommended by the hearing officer.
- Within 45 days, the IEP team reviews the student's progress and determines appropriate placement.

CEC's Position

- Supports the need for alternative placements when a student is a serious danger to his- or herself or others. However, no student should be denied a free, appropriate public education.
- Placement in an IAES should be allowed for no more than 45 days.
- Decisions about alternative placement should be in the context of least restrictive environment.
- Current law provides adequate procedures for dealing with students who engage in serious disruptive behavior. ■

NEW RESOURCES FOR SPECIAL EDUCATORS

Two New Videos from CEC:

In Balance: Gifted Education and Middle Schools—Tensions between middle school advocates and gifted advocates are brought to life through dialogue among gifted middle school students and educators from both groups. Balance is sought and common ground established for creating effective school environments where all student needs are met. #M5148

A Continuing Education Program on Attention Deficit/Hyperactivity Disorder—Provides new strategies and programs on classroom interventions. Includes a manual with the latest research on ADHD and provides information on ADD characteristics and identification, model school programs, effective classroom interventions, and policy and administrative issues. #M5144

To order, call 800/CEC-READ

From the National Forum on Assessment

Principles and Indicators for Student Assessment Systems—This 36-page guide to assessment reform was recently released by a coalition of education and civil rights organizations. The principles call for focusing assessment on practices that assist student learning and are integrated with curriculum and instruction. They address appropriate assessment for students with disabilities, and the National Forum on Assessment will be working with CEC in the future to better address assessment of gifted students.

Copies can be ordered for $10 from the National Center for Fair & Open Testing (FairTest), 342 Broadway, Cambridge, MA 02139.

Senate Releases Draft for IDEA Reauthorization

The staff of the Senate Subcommittee on Disability Policy recently released a draft for the reauthorization of the Individuals with Disabilities Education Act (IDEA). The draft includes several changes to IDEA. Following is an overview of some of those changes, as well as CEC's responses to the proposals.*

KEY FEATURES OF SENATE DRAFT	CEC's RESPONSE
Definitions Does not add new disability categories to those already listed under IDEA.	CEC supports position. Recommends: adoption of term "emotional disturbance," giving states option of using term "developmental delay" for ages 3 through 8.
Grants to States Proposes to: simplify eligibility requirements; increase local flexibility in the use of funds and program innovation; continue the current funding formula based on the number of students receiving special education services; and maintain the 40% average per-pupil expenditure authorization level.	CEC supports retaining current formula for state grants and retaining language specifying the federal commitment to children with disabilities.
Incidental Benefit Allows local funds to be provided to a child with a disability in a regular class, even if one or more nondisabled children benefit from those services. Also allows incidental benefit to children covered under the Americans with Disabilities Act or Section 504 of the Rehabilitation Act.	CEC strongly supports this language.
Reevaluation Stipulates that reevaluations occur every three years OR at key transition junctures in the educational process, such as the transition from elementary school to middle or junior high school.	CEC strongly supports this stipulation.
Parental Filing of Complaints Requires parents to notify the school of their intention to file a complaint at least 10 days prior to the date of filing if parents have new information or if the local education agency is unaware of the nature of the complaint.	CEC believes this provision will assist schools and parents to work together to solve problems before the need for litigation.
CSPD Retains the requirement that each state maintain a comprehensive system of personnel development. Also includes the concept of in-state partnerships as a major feature of the new proposed Part C.	Any personnel development plan should promote linkages in each State among all involved State agencies, institutions, and organizations concerned with a continuing supply of qualified personnel. CEC favors the inclusion of this feature.
Preschool Program Retains the current formula for this program.	CEC supports this; urges the subcommittee to institute a 1% cap that is included for state-level coordination activities under the larger Part B program.
Support Programs The draft's Part D provides a program section and budget authorization for both Research and Personnel Preparation activities. The support programs would continue to be administered at the federal level. The draft directs that the Secretary *may* direct funds into critical areas.	CEC acknowledges that the Senate provides a sound basic framework for the vital support of IDEA programs. While the number of appropriation line-items would be reduced, proven components of the existing support programs would be retained with the overall proposed funding level constant in relation to the current level of fiscal support. CEC has long proposed this continuation. This approach should be changed to the Secretary *shall* direct funds into critical areas.
Indexing of the Support Programs Establishes precedents that affirm the principle of indexing support activities within both Part B and Part H. Specifically, portions of the Part B draft with respect to studies and evaluations and portions of the Part H draft with respect to the FICC include indexed functions.	CEC believes all of the IDEA support programs should be indexed within Parts B and H of the Act. While controversial, we have witnessed this year how severely these programs can be threatened in actual appropriations, precipitating a forceful national reaffirmation of the vital importance of these support functions.
Early Intervention Includes an amendment on the uses of funds, which states that "... in any State that does not provide services for at-risk infants and toddlers ... to strengthen the statewide system by initiating, expanding, or improving collaborative efforts related to at-risk infants and toddlers ..."	CEC questions the need for such an amendment. We understand that the use of Part H funds for child identification, evaluation, and referral is already an allowable use of funds and that, in fact, many States so use their funds for this purpose. The proposed language may actually limit the intended uses of funds, since it refers only to States not serving at-risk children.
Policy/Regulations Prohibits the Secretary of Education from establishing a new rule without following the public comment and review requirements of the Administrative Procedures Act. Also requires the Secretary to publish in the *Federal Register* a list of correspondence from the Department of Education and include a description of the interpretation of the Department.	CEC supports both of these proposals.
Personnel Standards Retains the current statute respecting personnel standards.	CEC urges the inclusion of three important modifications with respect to the "highest requirement" provisions.

---

* For the complete text of CEC's Comments on the Senate draft, contact DPP at 703/264-9498. As reported previously in *CEC Today*, the House Committee on Economic and Educational Opportunities has released two drafts on the reauthorization of IDEA, and CEC commented on these proposals as well. It is not yet known when either house will issue an official bill; however, the disability and education communities hope that the reauthorization process will be completed by next spring. We will keep you updated on the status of the reauthorization process.

Puerto Rico SCEC's Top Ten Reasons to Come to Orlando

BY MICHELLE GÓMEZ, IDALIS NEGRÓN, AND MARIELLA RAMOS

CEC's annual convention is just around the corner—it's April 1-5, 1996, in Orlando, Florida. As the members of the Puerto Rico Student CEC chapter learned last year, it's an experience you won't want to miss.

All of our knowledge and enthusiasm for Student CEC came from attending the convention last year. We grew as individuals, future professionals, and as a chapter. So we wanted to share with you the top ten reasons for Putting Magic into Learning at the Orlando convention, "David Letterman style."

10. Participate in activities and events that will help you grow as a professional and meet new friends. Make sure you come to the "Welcome to Orlando Icebreaker" on Monday, April 1, to meet other Student CEC members and participate in the famous t-shirt exchange. Afterwards, stop by the "Magical Moments Expressway" to see what other units are doing and purchase a few Student CEC souvenirs.

9. Prepare to explore other cultures and celebrate our diversity as Student CEC members. We extend a special invitation to come share with us, the students from Puerto Rico and Canada, the Spirits of Nations on Thursday, April 4.

8. Enhance your personal library. Visit the exhibit hall to find books, equipment, and materials you can use as a future educator.

7. Learn how other chapters, divisions, and student associations function. Exchange ideas on fundraising, keeping and attracting members, and activities that promote advocacy and community awareness during the Student CEC Leadership Training Institute on Thursday, April 4.

6. Attend the one social event you should not miss—the Student CEC Dance—on Tuesday, April 2, 1996. Besides raising money for Student CEC scholarships and awards, you might just meet your future spouse or see a couple get engaged—it really happens!

5. Network with other students and professionals who have much to share with you about what's happening in the field. You will meet people from all over, and this is one of the great advantages of attending the convention.

4. Bring your resume and interview suit so you can take advantage of the many employment opportunities at the Job Fair. School districts from all over the country interview at CEC's Job Fair. You may just leave Orlando with a job contract!

3. Participate in the 22 different sessions designed specifically for students. Make sure you don't miss out on the opportunity to learn resume writing and interviewing skills at the Student CEC Potpourri Session on Wednesday, April 3.

2. Check out the student strand, *Challenged, Experienced, Committed*. Presenters will share what you need to know about your first year of teaching. Techniques, strategies, and activities will be presented to help you make a successful transition from student to professional teacher during your first year.

1. Become proactive with your concerns as a student and future professional and attend those sessions that will expand and actualize your knowledge about special education, public policy, and effective practices in education. Attending these sessions will help you grow as an advocate for special populations. You will be able to motivate others to join the profession and spread the seeds of advocacy, well-being, and love.

As you can see, there are many benefits awaiting you at the annual convention. What else can we can tell you that will convince you that you cannot afford to miss out on such an opportunity? We will look for you in Orlando. ¡Lánzate y acepta el reto! ■

Idalis Negrón, President; Michelle Gómez, Vice President; and Mariella Ramos, Newsletter Editor, are all active members of the Unversidad de Puerto Rico Chapter #952. When they aren't planning to attend convention, they are testifying before the Education Department and advocating for student rights.

Proposed Amendment to the Student CEC Constitution

We, the undersigned members of The Student Council for Exceptional Children, petition the President of Student CEC, Kristina Perez, to institute all necessary procedures to permit the 1995-96 Student CEC Board of Governors to take action on the recommendation that Student CEC shall publish information to be distributed by mail.

The proposed change to Article VIII, Publications, is as follows:

Current Language

Section 1. Newspaper. The Student CEC shall publish a *newspaper* to be distributed to the entire membership by mail.

Proposed Language

Section 2. Publications. The Student CEC shall publish *information* to be distributed to the entire membership by mail.

CEC's Publications Translated into French and Arabic

CEC is delighted to be going international with several of its publications. Four of CEC's mini-library books have recently been translated into French by La Corporation École et Comportment É.R., in Quebec, Canada. Translations were made of

- *Disruptive Behavior: Three Techniques to Use in Your Classroom* by Ennio Cipani.
- *Teaching Students with Behavioral Disorders: Basic Questions and Answers* by Timothy J. Lewis, Juane Heflin, and Samuel A. DiGangi.
- *Preparing to Integrate Students with Behavioral Disorders* by Robert A. Gable, Virginia K. Laycock, Sharon Maroney, and Carl Smith.
- *Reducing Undesirable Behaviors*, edited by Lewis Polsgrove.

Having CEC publications available in French enhances the association's viability and usefulness internationally. The projects were initiated by long-time CEC member Edige Royer. Through his efforts these products are gaining exposure not only in Quebec, but in France and Belgium as well.

CEC's top selling book, *Survival Guide for the First-Year Special Education Teacher* by Mary Kemper Cohen, Maureen Gale, and Joyce M. Meyer; and another book from CEC's mini-library, *Working with Behavioral Disorders, Social Skills for Students with Autism* by Richard L. Simpson, Brenda Smith Myles, Gary M. Sasso, and Debra M. Kamps, have been translated into Arabic at the King Saud University, Department of Special Education. This translation effort was also initiated by a CEC member, Teresh M. Al-Shamari.

CEC is eager to see more of its products translated for the benefit of its world-wide membership. Persons interested in pursuing a translation effort should contact the Director of Publications at CEC Headquarters. E-mail address jeanb@cec.sped.org.

To order copies of the mini-library books in French contact: Edige Royer, La Corporation École et Comportment É.R., 17, Du Forgeron, Levis, QC G6V 7H6, Canada. Fax, 418/835-3743.

To obtain copies of the books in Arabic contact: Taresh M. Al-Shamari, Department of Special Education, King Saud University, P.O. Box 91380, Riyadah-11633, Saudi Arabia. Fax, 00966-1-468-2828. ■

College, *from page 2*

Arrange for Necessary Services

The auxiliary aids, accommodations, and services identified above can readily be available to students with disabilities in most postsecondary settings. However, it is the responsibility of the student to request those aids or accommodations they need.

Most campuses require a student to present to the Dean of Students or DSS officer documentation of a disability to receive services. A medical report, educational assessment, IEP, or a Vocational Rehabilitation prepared Individualized Written Rehabilitation Plan are examples of such documentation. Once the student has presented his or her documentation to the appropriate person, the student should indicate the particular accommodations he or she needs to participate in the academic program and campus life

Support Groups

Support groups for students with disabilities are appearing at more and more colleges and universities. These organizations can provide opportunities to meet others who may have similar concerns and who can share ideas on ways to make needed improvements on campus. They may also help new students find solutions to their individual problems. ■

Adapted from Make the Most of Your Opportunities *by the HEATH Resource Center*

CEC headquarters briefs

CEC's recent publication, *Creating Schools for All Our Students: What 12 Schools Have to Say* won a 1995 Gold Circle Award, One-time Publications, from the American Society of Association Executives. This publication grew out of the Working Forum on Inclusive Schools that CEC conducted with nine other associations. To order a copy, call 800/CEC-READ, #P5064.

AskERIC was the winner of the Education-Professional category of the GNN Best of the NetAwards. AskERIC received the award for the wealth of materials and research it provides, its question and answer service, and its integration of the Internet and television to provide educational materials.

Dave Edyburn was named the new editor of *TEC*. Edyburn is an associate professor at the University of Wisconsin-Milwaukee. Experienced in educational strategies and research, Edyburn has also published numerous articles on special education. In addition, Edyburn served as editor of the Technology and Media Division's *Back-to-School Special Education Technology Resource Guide*.

Resources for Postsecondary Education Institutions

How to Choose a College—Guide for the Student with a Disability, by Jane Jarrow, 614/488-4972.

Unlocking Potential: College and Other Choices for Learning Disabled People—A Step by Step Guide, by Barbara Scheiber and Jeanne Talpers, 301/949-3590.

Postsecondary Education and Career Development: A Guide for the Blind, Visually Impaired, and Physically Handicapped, National Federation for the Blind, 410/659-9314.

Peterson's Colleges with Programs for Students with Learning Disabilities, by Charles Mangrum and Stephen Strikart.

Directory of Colleges, Facilities, and Services for the Disabled, by Carol Thomas and James Thomas.

Directory of Disability Support Services in Community Colleges, by Lynn Barnett.

Division Focus

CASE

The Council of Administrators of Special Education

CASE members have had a busy fall and early winter working on the IDEA reauthorization. CASE worked closely with CEC and developed comments on both the Senate and House draft bills.

Another major activity has been ongoing efforts to secure adequate funding for special education programs. In the U.S., that has meant continued work to share with the Congress the need for funding for IDEA and its programs, transition and work programs, Medicaid, Title I, bilingual education, and other programs critical to our schools and students with disabilities. The funding issue has also been at the state and provincial level, and CASE Subdivisions have been working with state legislatures and provincial ministries on funding.

CASE is planning a full schedule of activities during the convention. The CASE spotlight speaker will be Tom Hehir, Director of Special Education at the Office of Special Education Programs in the Department of Education. A complete program of professional sessions geared to administrators will be on tap for attendees. In addition, members are urged to attend the CASE member breakfast, annual meeting, and CASE reception. At CASE Fun Night, members and colleagues will dine at the court of King Henry VIII. Details will be in the CASE newsletter, or contact the CASE office, (P) 505/243-7622, (fax) 505/247-4822, for more information.

CCBD

The Council for Children with Behavioral Disorders

CCBD has established a foundation function within the organization to raise money for practitioner scholarships and to support practitioner innovation in classrooms and other settings with children and youth. To become a "founder" of the foundation, contact Howard Muscott, 603/888-1311, x8563.

CEC-DR

The Division for Research

CEC-DR's Executive Board had its fall meeting in Tempe, AZ, on November 17. Issues of committee structure, strategic planning, communications and networking (especially the potential of electronic networks for CEC-DR) were discussed. The Ad Hoc Research Advocacy Committee and the Knowledge Utilization Subcommittee also convened to address the current political climate for supporting and using special education research.

Have you been thinking of becoming more involved in CEC-DR? Now's the time!! We need members to represent CEC-DR at the CEC Delegate Assembly in Orlando. Contact Marty Kaufman at 503/346-1396 or e-mail him at "marty_kaufman@ccmail.uoregon.edu." Also, we are seeking nominations for Vice-President for the next election. The Vice-President serves for one year, then becomes President-Elect for one year. Contact Laurie DeBettencourt at 910/334-3441 or "debetten@iris.uncg.edu".

DCDT

The Division on Career Development and Transition

Happy Twentieth Anniversary to the Division on Career Development and Transition! 1996 marks the 20th year of our existence as a CEC division. We are planning a wonderful celebration for the CEC convention in Orlando in April! Look for your invitation to the "DCDT 20th Anniversary Gala: Roaring 20," which will be held on Tuesday night April 2. We invite you to join the DCDT Board, Past-Presidents, members, and other dignitaries for a "roaring" good time.

Legislation activities abound in Washington in so many areas that affect our field. DCDT's Governmental Relations Committee is establishing a Rapid Response Team to offer interested members an opportunity to disseminate legislative alerts to people in the field. To find out more about the Rapid Response Team, contact Joanne Cashman at 717-473-7371.

Remember to vote in the upcoming DCDT Board elections!

DDEL

The Division for Culturally and Linguistically Diverse Exceptional Learners

Look for the third annual Multicultural Summit at the CEC Convention in Orlando, to be held Thursday, April 4, 9:45 am - 12:00 pm. A reception will follow.

DDEL and CEC are engaged in the early planning stages of the next Multicultural Symposium to be held in 1997. See pages 12-13 for the call for papers.

DEC

The Division for Early Childhood

Deborah Ziegler, Chair of the Awards Committee, announced the following honorees during the National DEC Conference held in Orlando, FL, in December:

- Karen Holland Lloyd received the Kathleen W. McCartan Award.
- Beth Langley received the Rose C. Engel Award for Excellence in Professional Practice.
- Talbot L. Black received the Merle B. Karnes Award for Service to the Division.
- Jeannette McCollum received the Division for Early Childhood Service to the Field Award.

DEC is announcing a call for papers for the Annual DEC Conference, to be held in Phoenix, AZ, on December 8-11, 1996. Proposal due dates are: Post Conference Workshops, January 15, 1996; all other proposals, January 22, 1996. For further information, contact the DEC International Conference 1996, 3 Church Circle, Suite 194, Annapolis, MD 21401, or call 410/269-6801.

DISES

The Division of International Special Education and Services

DISES members should have received their copy of our latest monograph: *International Perspectives on Special Education Technology* by mid-January. If you have not received your copy, contact: Susan Herre Simmons, CEC, 1920 Association Drive, Reston, VA 22091, Phone 703/264-9435, e-mail: susans@cec.sped.org.

MRDD

The Division on Mental Retardation and Developmental Disabilities

The MRDD Board of Directors is requesting the submission of presentation proposals for "Goals 2000: Education in a New Century," Fifth International Conference on Mental Retardation and Developmental Disabilities, to be held in Austin, TX, on October 11-13, 1996. Presentations in the areas of consultation/collaboration, inclusion, transition, best practices, adaptive and assistive technology, outcomes for students in special education, and personnel preparation are encouraged. The deadline for proposals is April 15, 1996. Contact Linda Easton, 1431 Hidden Creek S. Dr., Saline, MI 48176, or Tom Bartels, FAX: 708/548-2508.

The MRDD Board of Directors has approved a policy statement on "Informed Consent" and a position statement on "The Need for Adequate Preparation and Training of the Educational Community for the Inclusion of Students with Developmental Disabilities." Both statements have been published in the winter issue of *MRDD Express*. The MRDD Board would like feedback regarding these statements. To respond or for more information, contact David Smith, 803/777-6585 (P), 803/777-3045 (F), or dsmith@ed.scarolina.edu (e-mail).

For information about MRDD, contact Darlene Perner at 506/444-4732 (O), 506/450-3762 (H), 506/453-3325 (F), or pernerd@nbnet.nb.ca (e-mail).

TED

The Teacher Education Division

TED has four new subdivsions: Kansas, Ohio, Washington, and Oklahoma. The Kansas Subdivision is led by Frank Kline, 316/833-4444; Ohio, Veronica Gold, 509/963-2255; Washington, Dan Flannerty, 419/37207293; and Oklahoma, Teresa Loudermilk, 405/721-4202. Contact one of these individuals to help you establish a relationship with your state/provincial/regional group.

For those of you in other states/regions, contact Susan Simmons, 703/264-9435, for the name of the TED Subdivision in your area.

TED also welcomes inquiries as to how to establish a new state/provincial/regional subdivision. Beth Tulbert, TED's membership chair, can tell you how to initiate a subdivision or revitalize an existing one.

TED invites members to submit quality articles for publication in its outstanding journal, *Teacher Education and Special Education*. Contact Paul Sindelar, 904/392-0701, #255, or Vivian Correa, 904/392-0701, #259, for information.

As the winter months are upon us, TED members look forward to the CEC Convention in Orlando. The TED Business Meeting will be held on Tuesday afternoon, April 2. Come join us and see what our division is all about.

CEC Home Page, *from page 1*

sign up with a service like America Online, Compuserve, Prodigy, or some other Internet service provider, and still not miss our premiere, which will happen in the near future.

Information at Your Finger Tips

CEC has a full range of exciting features built into its web site, including the latest information and news on topics of interest and concern to special educators and information on CEC. It will also offer information on CEC events, publications, and membership information, as well as listserves, e-mail capabilities to staff and governance, and much more.

It won't all be there on opening day but here are some of the things CEC is planning for its web site.

As you open CEC's Home Page, you will have the option of visiting the following areas:

- About CEC—Facts about CEC's purpose, history, organization, divisions, federations, and chapters and headquarters news.
- CEC Membership—Information on membership options, benefits, and how to join.
- Public Policy and Legislative Information—Legislative updates, commentary on current issues, CEC policies, and support for advocacy.
- Professional Standards—Code of ethics, standards of practice, knowledge and skills for certification and accreditation, and institutions of higher education that have met CEC's standards.
- Professional Development Events—Convention, conferences, and other training events; LCCE training; and networking for staff developers.
- Publications—CEC's virtual bookstore, journals, publishing guidelines, and advertising rates and schedules.
- ERIC—Searching the database, question answering, links to other clearinghouses and information sources, and free digests and fact sheets on frequently asked questions.
- NCPSE—Resources of the National Clearinghouse for Professions in Special Education, including professional preparation programs by level and area of specialization, demographics, and fact sheets about careers in special education and related services.
- Other Grants and Contracts—Information about CEC's projects on Attention Deficit Disorder, Comprehensive System of Personnel Development, and National Training Program for the Gifted.
- What's New—Highlights of the latest news; previews of important articles, publications, and events; new web sites to visit; and user recommended resources.

Interact with CEC Online

Visitors to CEC's web site will be able to:

- Read and download documents such as our Code of Ethics and Standards of Practice.
- Browse sample pages from our publications in the virtual bookstore.
- Access order forms, registration forms, membership applications, and demographic surveys.
- Provide feedback on any of the items posted or send information and recommendations to staff for future Internet listings.
- Preview abstracts of articles scheduled to be published in *Exceptional Children* and *TEACHING Exceptional Children*.
- Access detailed information about CEC's convention program.
- Communicate with governance; committee members; Divisions, Federations, and other CEC units; and staff.
- Chat with authors or editors about articles and publications through special listserves.
- Ask questions about gifted and exceptional children, special education practices, careers, and resources.
- Directly link with sites all over the world that have related information in the field.

As the potential of the Internet unfolds, CEC promises to stay on the cutting edge of the technology, using it for interactive training, conferencing, technical assistance, and job bank listings.

Continues on page 15

A Gathering for Leaders

CEC's Leadership Training Institute, a Preconvention workshop at the Annual CEC Convention in Orlando, FL, April 1, 1996, 1:00 - 4:00 pm, gives current and prospective leaders of CEC units the tools they need to effectively manage a volunteer organization. A highlight of the workshop is a special section dedicated to helping members identify their leadership styles and determine how they can use their styles to fulfill their responsibilities more effectively and efficiently.

The workshop will also feature strategies members can use to build a strong CEC unit. Units that have already achieved excellence in their organizations will give away their "secrets" in a series of special presentations. You'll learn their techniques to attract and keep members, discover effective program development activities, and find new ways to support your members.

In addition, the workshops will focus on specific facets of unit activities, such as Conducting Exceptional Children's Week, the Role of Historians Within Units, Writing Effective Newsletters, and more!

Other Leadership Networking Opportunities

Get to know CEC's leaders from around the world—and exchange ideas, experiences, and future plans—at these leadership activities:

Membership Chairs Roundtable Discussion—Tuesday, April 2, 1996, from 12:30 to 1:45 p.m. Join your colleagues in a discussion of the challenges and triumphs of membership chairs. Learn the dos and don'ts of leadership, and gain strategies to more effectively fulfill the role of membership chair.

Federation and Student Association President Breakfast—Tuesday, April 2, 1996, from 7:00 to 8:15 a.m. In April, your leadership year will be nearing its end. Now is the time to look at your year and make recommendations for improving your successor's year. Headquarters staff and members of the Membership Committee will be available for feedback. Take this opportunity to meet with other presidents and exchange ideas for success!

Convention Highlights...

CEC is presenting an all-star lineup for its 1996 convention in Orlando, FL, April 1-5, 1996. Just a few of the exciting speakers, sessions, and displays for this year's attendees include:

General Sessions

Mike Farrell, otherwise known as "B.J. Hunnicut" of the popular television show, MASH, will give the keynote address at CEC's first general session. Farrell is a spokesperson for CONCERN/America, an international refugee aid and development organization, and a human rights activist. Farrell works on special projects concerning children's rights, freedom of expression, and women's rights.

Farrell blends a colorful tapestry of facts, first-hand experience, and hope for individuals of all abilities. Be sure to hear this inspirational and compelling presentation.

The Family—Our Focus, Our Future, CEC's second general session will feature past president, Pam Gillet, and other CEC leaders in a panel discussion on the family. Panel participants will engage in a spirited dialogue over the future role of the family in transition, early identification of exceptionalities, collaboration, school violence, and more.

Distinguished Lecture Series

Family-Professional Partnerships Collaborating for Empowerment—You won't want to miss CEC's 1996 distinguished lecturers, Ann and Rutherford Turnbull.

The Turnbulls will present a workable model for developing professional and family partnerships. The Turnbulls have been instrumental in developing viable parent support groups and establishing clear postsecondary outcomes for students in special education. This session will give educators, as well as parents, a blueprint for building positive alliances between home, school, and community.

Strand Spotlight

Linking Assessment with Interventions—Developed by James Ysseldyke and Ray Beck, this strand will address the entire spectrum of assessment, from early screening and identification to instruction and behavior management. The core of this strand exposes the practices of integrating assessment with instructional intervention and creating reliable learning goals and objectives. An always popular team, Ysseldyke and Beck present a wealth of practical strategies in their sessions.

Exhibitor Spotlight

Make sure you stop by CEC's Exhibit Hall, where you'll see the latest software and educational products. A few that are not to be missed are:

- Multi-modal phonics, reading, and spelling—Zoophonics is an integrated reading program that teaches the sounds and shapes of the alphabet through visual, auditory, and kinesthetic animal cues. The program includes games, books, and computer software.
- Talking Software—Laureate's award-winning software helps children gain critical cognitive and language skills, including cause and effect, vocabulary, and grammar, through animated interactive computer programs.
- Language Communication—Sentient Systems Technology's DynaVox 2 Communication Devices and Software increases communication capabilities of those who have difficulty with speech. DynaVox 2 and 2c serve as voice output devices. The software turns almost any desktop or laptop computer into a communication tool.
- Math for Students with Physical Disabilities—Didax Educational Resources has adapted its popular unifix cubes, used as a medium between concrete and abstract math skills, to the computer. With a single click, students can select cubes and perform math functions. ■

What Is the Comprehensive System of Personnel Development?

An Interview with Karl Murray, Director of the National Institute for CSPD Collaboration

What is CSPD?

Special education law has required states to have comprehensive systems of personnel development (CSPD) since 1975. Each state must develop a system to ensure that all education personnel are adequately prepared and receive continuing education. This helps teachers by ensuring that they are trained to do their work and guards against serious personnel shortages.

Why was the National Institute for CSPD Collaboration needed?

Since 1990, the National Institute for CSPD Collaboration at CEC has provided technical assistance to states in organizing and maintaining their staff preparation and development efforts through strategic planning.

Most states had extensive personnel development activities, but few had a comprehensive system that addressed all the parts of a CSPD. Many states lack communication between the state educational agency (SEA), the local educational agency, and colleges and universities concerning the skills that teachers and related services providers need. This is particularly true with respect to changing demographics and issues such as drugs, violence, and other problems teachers face daily.

By establishing state leadership committees for CSPD, we hope to encourage colleges and universities to conduct more field-based research in the schools and to use that information to guide them in determining what to teach. Also, because many colleges train general and special educators in separate programs, new teachers may have trouble adjusting to a more inclusive school environment.

In planning within states, we found that many local districts would rather emphasize inservice training than work with the colleges and universities to change preservice programs. While we all need continuous inservice training to stay up-to-date, preservice education is where we should acquire the skills to do our jobs. SEAs, colleges and universities, and local districts need to create and maintain collaborative partnerships in teacher training.

CSPD involves university training, in-service education, parent training, and related services. The Institute helps states create collaborative partnerships of ALL of the groups in a state that are involved in teaching and providing educational services.

What groups constitute the audiences for your training?

Most of the teams involve 10 to 15 people, including the state director of special education or the assistant state director, the CSPD coordinator for Part B (state grants) and Part H (early childhood), a representative from university training programs, and a school administrator who has special education classes on campus. Other attendees are parents, vocational rehabilitation representatives, and preservice teacher trainers.

Why does the training focus on strategic planning?

Strategic planning involves developing a vision statement to guide change; scanning the environment to see what influences can be expected to affect the outcomes of the change process; assessing problems and opportunities; and developing goals, objectives and strategies. The Institute also helps states develop a multiyear implementation plan and an interim work plan.

Strategic planning differs from long-range planning in that it brings additional information to the process. We develop a vision of what the future will look like and where the state wants to take its personnel development efforts. Strategic planning requires that all stakeholders be at the table, and it requires prioritizing goals and objectives. Strategic planning also involves monitoring, evaluation, and revision of the plan. When people use long-range planning, they often skip the monitoring and evaluation and scrap the original plan to develop a new one. Strategic planning provides an opportunity to celebrate accomplishments and review priorities.

A strategic plan belongs to all stakeholders—if it is criticized, you find out how to fix it. It can take a while to develop a vision that everyone can live with. Teams come to a consensus and share the ownership of the plan with others.

What has the Institute accomplished in the 5 years it has been in operation?

We have provided CSPD training to 40 states and 4 territories and have trained another 10 or 15 states in planning for Part H CSPD. We have worked with the Bureau of Indian Affairs and the Navajo Nation. And, we have run joint partnership seminars in 40 states with the American Occupational Therapy Association to promote collaboration between occupational therapists and CSPD planners.

What do you think of the CSPD provisions?

CSPD was the most significant part of P.L. 94-142. The regulations called for sweeping changes in how we collaborate in professional development. But these changes were not specifically funded and did not receive the national and state leadership required to be successful. In order for CSPD to work, the federal government must fund state plans for personnel development based on collaborative partnerships, not competition. ■

Call for Presentations and Papers

CEC/DDEL Symposium on Culturally and Linguistically Diverse Exceptional Learners

New Orleans, Louisiana
January 8 - 10, 1997
Submission Deadline: April 22, 1996

Elba Maldonado-Colon and James M. Patton, Program Chairs, invite all interested persons to submit presentation proposals for the 1997 Symposium on Culturally and Linguistically Diverse Exceptional Learners sponsored by The Council for Exceptional Children and its Division for Culturally and Linguistically Diverse Exceptional Learners (DDEL).

Presentation Formats. Five different presentation formats are available: lecture, panel discussion, demonstration, colleague idea exchange, and poster sessions. Requests for a longer session (more than 1 1/2 hours) must include an explanation for the additional time.

Topics. The symposium theme is **Enriching the Tapestry of Cultural and Linguistic Diversity**, and symposium presentations will focus on educational programs, services, and opportunities for American Indian/Alaska Native/Native Canadian, Asian/Pacific Islander, African American, and Hispanic/Latino(a) learners with disabilities and/or gifts and talents.

A broad range of topics is being sought for the program. Topics of special interest include practical solutions to urban, suburban, and rural challenges; collaborative practices in culturally diverse settings; family/community/education collaboration; the culture of power in education; culturally affirming teaching strategies; school violence; over- and underrepresentation; language and literacy; transition and college planning; developing and enhancing students' social skills across various cultures; and professional preparation and development. Of special interest will be presentations centering on action research; successful practices and strategies; innovative and exemplary programs; improved policy; local, state/provincial, and national initiatives; and interdisciplinary perspectives.

Selection Process. The Program Chairs, with the assistance of the Program Advisory Committee, will select the presentations for the symposium. The selection will be based on relevancy and timeliness, estimated audience appeal, and innovativeness. Organization and clarity of the proposal and mode of presentation also will be considered. All proposals will undergo a blind review by the Program Advisory Committee.

Proposal. To be considered for review, proposals MUST include the following information:

A. All the information requested on the accompanying Proposal Description Form.

B. A 400- to 600-word description of the proposal. It should include objectives for the session, a clear description of what the presentation will provide, and how the presenters will conduct the session. Please indicate demographic characteristics of target population(s), e.g., ethnic, cultural, and language characteristics; urban, rural; socioeconomic status; category of disability and/or giftedness; and any other relevant information to assist the selection committee. Research proposals should include the theoretical framework, hypotheses, procedures, and major findings.

C. Session participants. On a separate sheet, list the names of ALL session participants with their title, address, phone numbers, and presentation role (e.g., session leader, moderator, panelist, lecturer, discussant). Submission of a proposal is a commitment by ALL individuals participating in the presentation to register for the symposium.

D. Submission. Send five copies of the proposal to Elba Maldonado-Colon and James M. Patton, Program Chairpersons, 1997 Symposium, c/o The Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091-1589. Proposals must be postmarked by April 22, 1996. Please retain a copy of the proposal for your files. Material submitted to CEC cannot be returned. Individuals will be notified that their proposal was received.

Deadline. Proposals postmarked after April 22, 1996, will not be considered for presentation.

PROPOSAL DESCRIPTION FORM

All presenters are required to register at the symposium rate.

1997 CEC/DDEL MULTICULTURAL SYMPOSIUM
SUBMISSION DEADLINE: APRIL 22, 1996

1. Title of presentation: ____________________

2. Abstract (50 words or less): ____________________

____

____

____

____

3a. Type of session (**PLEASE CHECK ONLY ONE.**)

___Lecture
___Demonstration/Workshop
___Interactive Presentation
___Panel Discussion
___Colleague Exchange Session
___Poster Session

b. Length of session: ____1 hr. ___11/2 hr. ___Other____________________

4. Please indicate the primary topic area with a "1" and, where appropriate, designate related topic areas as "2" and "3."

___Administration/Leadership
___Assessment
___Collaboration
___Comprehensive Schools
___Curriculum/Instruction
___Discipline/Social Skills Dev.
___Early Childhood
___Inclusion Strategies
___Intervention/Prevention Strategies
___Language and Literacy
___Prereferral
___Prof. Preparation and Dev.
___Public Policy
___Related Services
___Rural Issues
___Teaching Strategies
___Transition/College Plan
___Urban Issues
___Other____________________

5. Population of focus. Please specify one:

___American Indian/Alaska Native/Native Canadian
___African American/African Descent
___Hispanic/Latino(a)
___Asian/Pacific Islander
___Other____________________
____

6. Target Audience. Please check one primary audience and one secondary audience where appropriate.

___Special/General Early Childhood Educators
___Elementary Teachers
___Middle School Teachers
___Secondary Teachers
___Special/ General Education Administrators/Supervisors
___Related Services Providers
___Paraprofessionals
___Postsecondary Faculty/Administration
___Students/First Year Professionals
___Researchers
___Other ____________________
____

Participant Information

7. Name of Proposer____________________ Position/Title____________________
Business Address____________________ Phone (W)____________________ (H)____________________
Fax Number____________________ E-Mail____________________

8. CEC Member ____Yes ____No

9. Submission of a proposal is a commitment by all individuals participating in the presentation to register for the symposium. Individuals whose proposals are accepted will be required to preregister by a specified date in order to be included in the program. Your signature (item 10 of Proposal Description Form) signifies your, as well as all other session participants', agreement with this requirement.

10. Signature of Proposer____________________ Date Submitted ____________________

Lessons Learned in College Far Outweigh Those Not Learned

BY SCOTT ROSSIG

What I'm glad I learned versus what I wish I learned in college—as a new teacher, it's pretty amazing how often this thought goes through my mind. And for that matter, how often it comes up as a topic of conversation among rookie teachers like me.

It's a whole new ball game going from a college or university classroom into your own classroom as a teacher. You walk in on your first day of teaching, and right then and there you have to take all you've learned in your recent college years and translate it into practice. Did you learn enough to prepare you for that day?

Of course, you couldn't possibly learn all you need to know. Most likely, you've taken in enough to give you a good start, but certainly not enough to make you a complete teacher. Here are a few of the things that I'm glad I learned and those I wish I'd learned in college.

I Wish I Had Learned..

If I had to pick one area that was lacking in my undergraduate education, it would be the availability of practical information and teaching strategies. It is unfortunate that so much of our learning in college and university education programs is through textbooks. Without a doubt, I've learned much from many textbooks, but the teaching strategies and hands-on information from the field were often missing in the college classroom.

Teachers and future teachers need practical ideas or pieces of information that they can use on the spot when a situation arises. The theory is great, but questions such as, "How can I get this child to begin writing?" or "How many ways can I learn to teach a child to do simple addition?" merit practical answers because the student may not understand it when I do it one way. This is true for all the content areas.

Handling challenging behavior is an issue as well. It is a great help to learn about behaviors and how they can be avoided and extinguished through careful planning and behavior management. But, if I walk into a classroom and a child looks at me and says, "I'm not going to do anything you ask me to!" —what are a few possible ways I could respond to that? While many of these questions would be answered through preteaching field experiences and, in time, with regular teaching experience, that type of practical information in college could make a big difference to those just starting out.

College Instruction I Truly Benefited From....

I'm glad my college program included courses on multiculturalism. That is our world, and more specifically, special education's part of the world—a group of diverse, yet similar people, all with varying abilities. How could I possibly teach a child about our multicultural society if I know nothing about it, and how could I possibly educate that same child if I know nothing about his or her ethnicity? Very simply, I could not.

My college campus was very diverse, and it was a true learning experience to be a part of it all. Courses such as "Racism and Sexism" gave me a deeper understanding of the differences, and more importantly, the similarities of the people in our world. And courses offered in my special education track offered the view that children and people in general are much more similar than different, regardless of their race, sex, age, or ability. These are both lessons that should never go unlearned.

Without question, the most valuable lesson I learned in college was to be resourceful and independent. The reality is that everything you need to know to be a successful teacher could not possibly be taught to you in a college classroom or through required field experiences.

To truly be the best teacher you can be, you have to take the time and energy to explore all the resources available to you. I had some great college professors who offered me a view of many of these resources. I am truly grateful to them for that, as well as for the fact that they not only handed me the ball, but they gave me the push I needed to run with it.

Some of the available resources include working at a summer camp, volunteering to be a big brother/big sister for a child with a disability, visiting many area schools and special education programs to see students with different disabilities being taught in different ways, attending conferences and workshops, visiting with parent advocacy groups, and becoming a member of professional associations such as CEC.

I could not emphasize enough the impact that CEC has had on my career. The networking and professional development opportunities and leadership experiences alone have helped make me a more "complete" educator.

The bottom line is that it is the responsibility of each of us to continue to seek those resources and opportunities available to us. We owe it to ourselves, and most importantly, to the children we work with and care for every day. The fact that I learned this far outweighs anything I may not have learned in college. For that I am truly thankful! ■

Speaking Out reflects the opinions of individuals. Your comments are welcome!

Scott Rossig is a 2nd-year teacher of children with autism at the Shaier Academy in Ridgefield, New Jersey. He is the NJFCEC Can Co-Coordinator and member of CEC Chapter #777.

Recruitment, *from page 1*

After interviewing high school students, the National Clearinghouse for Professions in Special Education (NCPSE) learned that students consider the following factors when choosing a career direction:

- They know and admire someone who is in that career.
- They want to do something with their lives that is meaningful.
- They want to do something they will enjoy.

The students also said they did not know about special education, but they would like to know more about the field.

Based on this feedback, CEC is bringing information about special education to the general education population and the community. By helping others learn about special education, the types of people who work in the field, and the many satisfactions that come from working with students with exceptionalities, special educators can help others see that this is an area that meets their criteria for a life-long career.

Special education teachers are the best ones to act as special education ambassadors. We are the ones who know the challenges and the successes that make up our days and our years.

A Winning Collection of Recruitment Ideas/Materials

To help CEC members and others engage in community recruitment efforts, CEC and NCPSE have produced a comprehensive activity guide, *34 Activities to Promote Careers in Special Education and Related Services*. The publication, developed by special educators who have performed special education career awareness training, contains concrete activities that special education teachers can do in their school, campus, and community to educate people about special education and careers. Copies of the activity guide are being sent to CEC chapters. Additional copies will be available from CEC for a nominal charge.

In addition, CEC will make available a variety of special education career promotional materials, including t-shirts, buttons, stickers, posters, balloons, pens, etc. For more information on obtaining the guide and promotional products, see the next issue of *CEC Today*.

A Job Worth Doing

In Florida and Virginia, the state education agency and the CEC Federations working together established Speakers Bureaus where special educators conduct activities to promote special education career awareness. As Matty Rodriguez-Walling, one of the speakers and a developer of the activity guide and campaign, reported to us:

"By participating in this campaign, I am able to have an effect on students who may decide to become special educators and make a difference in the lives of children like my son and the students I teach. The personal satisfaction I get from that is hard to describe."

Make a difference. Join CEC's Special Education Recruitment Campaign. ■

Internet, *from page 9*

In future issues of *CEC Today*, we will update you on our progress and provide a specific date for our debut. We welcome your input now.

If you have questions, suggestions, or recommendations, or if you are a CEC unit that already has a Home Page or have been thinking about launching one, please let us know your domain name and contact person. We want to build a seamless presence for CEC. Please send your comments via e-mail to Jean Boston at jeanb@cec.sped.org or call 703/264-9468. ■

CEC will present an introduction to its World Wide Web Home Page at the second general session at the annual convention, April 5, 1996, in Orlando, FL. Be sure to join us for this and other exciting events!

Classified Ads

A video conference entitled "Making Collaboration Work" will take place March 27, 1996, from 3:30 p.m. - 5:00 p.m. ET. Participants will: (1) hear site representatives from across the country discuss positive and effective programs and approaches for children and youth with emotional and behavioral problems; and (2) participate in a dialogue with family members, youth, teachers, service providers, and researchers on establishing and sustaining effective, community-based collaborations. For more information, call 202/944-5400.

SAY IT WITH PICTURES! Our book, PICTURE THE PROGRESS, provides over 100 drawings of the behaviors you want to see in your classroom and school—academic, social, etc. Field tested and effective with elementary students (LD, behavior problem, language impaired, autistic). Use drawings for rule charts, behavior cards, discussion cards. Sample behavior plans. Photocopy as needed. Book $17.50. Computer clip art for Mac, $35.00. Single item order S/H $2.50; 2 items, $5.25 S/H. Satisfaction guaranteed or money back. Send info request or check to: Educational Horizons C-3, P.O. Box 25739, Eugene, OR 97402. Call 800/557-6617 (VISA M/C). Fax: 541/686-8772.

Research Associate: Early Childhood Specialist (two positions). Indiana University is seeking applicants with Masters' degree and experience in early childhood to work on a team that provides training and technical assistance, conducts field-based research, and provides leadership and assistance that enable communities and family members to include, support, and empower young children (birth to eight) with, or at risk for, disabilities and their families. Review of applications begins 1/12/95. Submit a letter of intent, vita, and three reference letters to Harriet Figg, Institute for the Study of Developmental Disabilities, 2853 E. 10th Street, Bloomington, IN 47408-2601. IU is an equal opportunity/affirmative action employer.

Atlanta, GA. February 23-24, 1996. "TS, ADHD, & OCD IMPACT ON BEHAVIOR, EDUC & SPECIAL ED. SERVICES." BY: Sheryl K. Pruitt, M.ED. For therapists, teachers, parents, & physicians working w/ children w/ TS, ADHD & OCD. Copy of Pruitt's published book & certificate included. Call ARS, 770/973-3466 for more info. Also offered 7/96 on Caribbean cruise. Call 800/783-6919.

CALENDAR OF CEC *events*

february

February 1-3, 1996
Alabama Federation Conference, "Catch the Spirit of Special Education at CEC," Mobile Convention Center & Adam's Mark Plaza Riverview Hotel, Mobile, AL. Call: Barbara Phillips, 334/460-6460.

February 3-4, 1996
North Dakota Federation Conference, Mandan, ND. Call: Wayne Triska, 701/221-3755.

February 9-10, 1996
Colorado Federation Conference, "Courage to Risk," Broadmoor Hotel, Colorado Springs. Call: Ruth Anderson, 303/447-1010.

February 12-13, 1996
Minnesota CEC & Coordinator's Conference, "Collaborating for Success: The Vision Continues," Radisson South in Bloomington. Call: Jan Manchester, 612/439-1376.

February 14-16, 1996
CASE Institute on SED, Clearwater Beach, FL, Holiday Inn Surfside. Call: Jo Thomason, 505/243-7622.

February 16, 1996
CCBD Institute, "Understanding Individual Differences: What Educators Should Know About Adolescents Who Are Gay, Lesbian, or Bisexual." Teachers College, Columbia University, NYC, Park Central Hotel. Call: Lyndal Bullock, 817-565-3583.

February 16-18, 1996
California Federation Conference, "Seamless Service Delivery Systems: Bringing the Future Together Today," Ontario Red Lion, Ontario, CA. Call: Cathy Carpenter, 805/527-8033.

February 22-23, 1996
Manitoba Federation Conference, "Excellence on a Shoe String," International Inn, Winnipeg, MB. Call: Helga Berger, 204/667-2960.

February 22-24, 1996
South Carolina Federation Conference, Hyatt Regency, Greenville, SC. Call: Helen Meyers, 803/771-5698.

February 28-March 2, 1996
Michigan Federation Conference, "Embracing an Era of Change: Reauthorization, System Unification, and Diversity," Amway Plaza, Grand Rapids, MI. Call: Barbara Pierce, 313/567-8542.

February 29-March 1, 1996
New Mexico Federation Conference, Albuquerque Convention Center, Double Tree Hotel, Albuquerque,NM. Call: Mary Ann Domina, 505/247-1012.

February 29-March 2, 1996
South Dakota Federation Conference with the SD Office of Special Education, "Different Perspectives—Same Goal . . . We're All in this Together," Rushmore Plaza Convention Center Hotel, Rapid City, SD. Call: Robin Cline, 605/773-3678 or Loye Romereim, 605/688-4545.

march

March 1-2, 1996
Virginia Federation Conference, "Celebrating Partnerships," Holiday Inn, Fairfax VA. Call: Sue Nelson Sargeant, 458 Lauren Avenue, Fredericksburg, VA 22408, 540/898-3198.

March 8, 1996
New Jersey Federation Conference, "Cultivating Ideas: Harvesting Success," Somerset Radisson Hotel. Call: Diane Cavanagh, 201/786-5894.

March 11-14, 1996
Louisiana Federation and Louisiana State Department of Education 16th Annual Special Education Super Conference, "Dream the Possible Dream," Radisson Hotel, Baton Rouge, LA. Call: Theodore Pikes, 504/286-6609.

March 14, 1996
Delaware Federation Conference, Wesley College, Dover, DE. Call: Reyna Mayfield, 302/366-1623.

March 15-16, 1996
Washington Federation Conference, Sheraton Hotel and Tacoma Convention Center, Tacoma, WA. Call: Ruth Peckarsky, 360/568-0681.

March 17-18, 1996
Missouri Federation Conference, Education's Garden: "Reap the Harvest." Marriott's Tan-Tar-A, Osage Beach, MO. Call: Betty Carroll, 314/629-3571..

March 22-March 23, 1996
Texas Federation Conference, San Antonio, TX Call: Susan Jezek, 713/686-6259.

april

April 1-5, 1996
CEC Annual Convention, "Putting Magic into Learning," Orlando, FL. Contact: CEC, 1920 Association Drive, Reston, VA 22091, 800/486-5773.

THE COUNCIL FOR EXCEPTIONAL CHILDREN
1920 Association Drive
Reston, VA 22091-1589

Non-Profit
Organization
U.S. POSTAGE
PAID
Herndon, Va.
Permit No. 1575

Mickey, here we come! CEC's Annual Convention, April 1-5, 1996.

CEC today

EXCLUSIVELY FOR MEMBERS OF THE COUNCIL FOR EXCEPTIONAL CHILDREN

VOL. 2 NO. 8
MARCH 1996

Putting MAGIC into LEARNING

CEC Annual Convention
April 1-5, 1996 ★ Orlando, Florida

The magic is waiting for you in Orlando!

A World of Magic, Fun, and Learning at CEC's 1996 Convention

When a particular combination of excitement, discovery, and surprise ignites, it defies definition. It can only be described as magic. And magic is what you can expect at CEC's 1996 convention—the magic of new ideas, the magic of soaring aspirations and accomplishments, and the magic of enchanted evenings and fun-filled days.

Not even a sorcerer could give you a more complete bag of tricks to put "magic into learning and fun into teaching" than you'll get at CEC's 1996 convention. Nowhere else will you find such a mix of dedicated professionals and leading special education experts who share their ideas, knowledge, and teaching strategies. Plus, Washington's wizards will be there to dispel the hocus pocus and let you in on what's really happening in Congress and how it will affect your state and district.

And, the Exhibit Hall brings you technologies, resources, and materials that turn learning into magic—right before your eyes!

Come to CEC's 1996 convention, and join the masters of the magic of learning.

Professional Strands

CEC is presenting ten strands at its 1996 convention. Designed to give attendees an in-depth look at a specific special education area, CEC's strands focus on topics of high importance in today's educational environment and are led by the top leaders in the field. This year's strands include:

- **Linking Assessment to Academic and Behavioral Interventions**—Profiles new methods to assess instructional environments, increase reading and math fluency, manage pupil behavior, and implement behavioral interventions based on assessment results. Attendees will receive practical, hands-on strategies to relate assessment to intervention.
- **Collaboration in the Inclusive School Model**—Examines the role of collaboration in education reform, collaborative teaching models, parental involvement, and strategies for teaching diverse learners. Classroom management techniques in inclusive settings and strategies to build peer support among students will also be presented.
- **Safe and Nonviolent School Environments**—An in-depth look at the fac-

Continues on page 9

Instructional Materials That Work for All Students

How many times have you been frustrated by the instructional materials you and your exceptional students have been given to work with? Especially if your students are spending most of their time working with general education textbooks and software. What about those books you have to highlight, record, or copy with enlarged type? Don't you wish the developers and publishers of such material would provide formats that students with exceptionalities could access?

Your wish may soon be a reality. Educators, researchers, software designers, and textbook publishers are working to create products that people of all abilities can use. Educational materials will provide different ways for students to access content and respond. For example, audio materials could be presented visually, and visual materials could be presented auditorily.

Continues on page 5

inside

CEC Standards Greeted with Enthusiasm 11
Students in Special Education Compete in It's Academic 12
DLD Joins Campaign for Learning Disabilities 13

Convention Leadership Activities

CEC's convention is the place to hone your leadership skills. Two of our most popular sessions are:

Membership Chairs Roundtable Discussion

Join your colleagues to discuss the challenges and triumphs of membership chairs. Learn from each other the do's and don'ts of leadership, and gain strategies for more effectively fulfilling the role of membership chair. Other topics to be explored include: CEC's Member-Get-a-Member Campaign, Programming for Associate Members, Exceptional Children's Week and more! Join us on Tuesday, April 2, 1996, 12:30-1:45 pm, at the Salon 24, Omni Rosen Hotel, for this dynamic session.

Leadership Training Institute (LTI)

Attend the LTI Preconvention Workshop in Orlando and learn what you need to know to thrust your unit into the winner's circle. Come and discover strategies that will really make a difference in how your unit progresses, enhance your leadership role, and assist you in strengthening your unit. Some of the popular topics we will discuss at this *free* session include:

Award-winning Units
High School Clubs
CEC's Special Education Recruitment Campaign

Make sure you're part of CEC's Leadership Training Institute, to be held Monday, April 1, 1996, 1:00-4:00 pm, Room 340A, at the Convention Center. The rewards will be well worth your time!

CEC's 1996 Summer Leadership and CAN Meetings Set

Mark your calendars for CEC's summer leadership meetings. The Leadership Institute for federation and division officers will be July 12-13, and the CAN meeting will be July 14-16. The meetings will be held at the ANA Westin Hotel in Washington, DC

CEC Successfully Concludes 1993-1996 Strategic Plan, Prepares Plan for 1997-2000

CEC is proud to report that it has made significant progress toward achieving the goals set forth in its 1993-96 strategic plan. In the past 3 years, CEC initiated numerous actions that accomplished or contributed to the association's realization of the strategic plan's objectives.

CEC recently began work on the 1997-2000 strategic plan, which will build on and continue the direction begun in 1993. The new strategic plan will guide CEC activities to enhance its development, its role in the education community, and its ability to provide services that better meet member needs. To ensure the plan represents the interests of CEC's complete membership, CEC has gathered input from across the organization.

"The strategic plan allows CEC to determine its course for the next 4 years," said Diane Johnson, CEC's President. "It provides a forum whereby we can be sure we address member needs, provide activities to promote the association's growth, and determine the policies we wish to advance in a dynamic educational and political environment.

"In addition, the plan enhances CEC's ability to achieve our mission. The collective implementation of the plan allows us all to better meet our goal of improving the lives of children with disabilities."

A Plan for All

CEC's strategic plan focuses on five goal areas—reputation, growth, policy, advancement, and climate. CEC worked closely with its units to develop the plan. For the 1997-2000 year plan, CEC federation and division representatives developed the goals and objectives for the strategic focus areas, which were then refined by the CEC past presidents, the standing committee chairs, and staff. In late October, CEC sent the refined goals and objectives to federation and division presidents for review, as well as feedback on which actions or outcomes would be most useful to their units. Several units responded, and some adopted the goal and objective statements for their own strategic planning.

From this base, CEC staff developed potential actions/outcomes for each goal and objective. The Board of Governors will give CEC its input regarding the plan before the final version is presented at the April convention.

CEC looks forward to sharing the final plan with our membership and working with all members to achieve the goals and objectives we will focus on in the next 4 years.

Strategic Planning Results in Positive Achievements for CEC

Developing a strategic plan for CEC yields many positive results. By implementing the goals and objectives of the 1993-96 plan, CEC has attracted new members, initiated new communications capabilities to give members easier access to CEC headquarters, provided more frequent communication with members, and made CEC's professional policies available to members. It has also developed professional development activities that more accurately meet our members' needs and are more easily accessible. Other achievements included in the 1993-1996 strategic plan are:

- The development of professional standards for beginning special educators.
- Facts by FAX on demand.
- New membership and division brochures that present a unified look for CEC units.
- The establishment of *CEC Today*.
- The creation of the *CEC Special Education Advocacy Handbook*.
- CEC joined with other national education associations to sponsor the Working Forum on Inclusive Schools. ■

CEC's Annual Convention—Opening New Doors for You

CEC's annual convention—go, and you'll learn what's happening in special education, see the latest technology and resources, and hear educational experts. But, convention offers you much more than that.

CEC's convention gives you the means to make the future you want in special education a reality. For some, that may mean learning new strategies to use in their schools or classrooms. Others may want to share what they have learned with their peers by presenting. Some may want professional recognition for their work. And others may be looking for career ideas or guidance.

Whatever your goals, CEC's convention offers you the opportunity to take a giant step toward achieving them. And, it gives you the inspiration to know you can succeed.

Perhaps one of the most valued aspects of convention is the ability to gain specialized knowledge in a specific area. In a few day's time, countless teachers have obtained the information they need to work with a particular child or children more successfully.

"I was able to build a strand around the topic of autism," said Rosalie Dibert, special education teacher and member of CEC Chapter #104. "The strand led me to experts in autism who gave me the information I needed.... I come to convention to meet a lot of people. I pick their brains and always get answers to my questions or if not answers, a list of people who can get me the answers."

Attending CEC's convention and learning specialized knowledge can also open doors to career advancement. Not only does attending educational conventions show initiative and a desire to advance oneself, but becoming one of a few, if not the only, special educator to have in-depth knowledge about specific disabilities has led some teachers to become "resident experts." In some instances, that has led to new positions. In others, it has resulted in increased responsibility, recognition, and compensation.

Special educators also find that our convention is the perfect place to share their work or research with their peers. They can get professional feedback, and they can expand their impact. Often, audience members will emulate or adopt presenters' ideas. As a result, presenters find that in addition to helping the students under their direct care, they positively impact the lives of other educators and their students. Another advantage of presenting at convention is that members gain prestige and visibility in the education community.

Maureen Daw, special education teacher and member of CEC Chapter #1055, first presented her work on collaboration and co-teaching at the 1995 Annual Convention and hopes to publish a book.

"The CEC Annual Convention has been a good forum for presenting my research," Daw explained, "CEC is more open-minded and anxious to find out about new and different ideas in the field than other organizations."

And, CEC's Convention can bring about the unexpected. Through the contacts they meet, the job fair, or a session that grabbed their interest, some educators have changed the direction of their careers. Attendees have met people who recommended them for committees, task forces, and new positions, as well as offered advice and guidance. One example is Mary Cohen, policy consultant and member of CEC Chapter #246, who said she met people who became her contacts for finding a good graduate program and teaching experience.

CEC's annual convention is much more than a gathering of educators, exhibitors, and presenters. It is an opportunity for special educators to direct their own future, as well as the future of special education. As such, it is one of CEC's major benefits.

Perhaps Candice Burns, learning disabilities teacher and member of CEC's Michigan Federation, says it best:

"I enjoy it!" she exclaimed. "It gives me a sense of professionalism and validation that what I do is valuable. It's an honor and privilege to be a part of this international forum." ■

inside

MARCH 1996 VOL. 2 NO. 8

CEC Today is published by The Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091-1589. Telephone 703/620-3660, TTY 703/264-9446, lyndav@cec.sped.org.

CEC Today is not copyrighted. Members are encouraged to copy and disseminate information in this publication.

CEC President: Diane Johnson

Interim Executive Director: Nancy D. Safer

Editor: Lynda C. Voyles

Contributing Editors: Jacki Bootel, Department of Public Policy; Jean Boston, Publications and Professional Standards; Jane Burnette, Grants and Contracts; Brian Carroll, Professional Development; Grace Zamora Durán, Membership; Karen Vermaire Fox, Student CEC; Stephen Gregory, Marketing; Jeanne Glover, Membership; Shelia Mingo, Ethnic and Multicultural Concerns

A World of Magic, Fun, and Learning at CEC's 1996 Convention *1*

Instructional Materials That Work for All Students *1*

CEC Successfully Concludes 1993-1996 Strategic Plan *2*

CEC's Annual Convention—Opening New Doors for You *3*

Advocacy in Action *4*

Student CEC Spotlight *6*

Canada *7*

Multicultural *7*

Division Focus *8*

Professional Advancement *10*

Member to Member *12*

Speaking Out *14*
Whose Responsibility Is It to Make Curriculum Accessible?

Calendar of Events *16*

Advocacy in Action

CEC Proves It Makes a Difference!!!

You may wonder if CAN-coordinated visits and CEC information do any good. Well, stop wondering!!! Several special education "successes" affirm the difference that CAN—and many other CEC members—made this past year. Following are just a few:

- **Unfunded Mandate Legislation Defeated**—Part of the Contract with America, the Job Creation and Wage Enhancement Act dealt with unfunded mandates (programs Congress requires but does not fund).

Although there was an exception in the Act for any legislation that protected against discrimination, CEC was concerned that organizations such as the Heritage Foundation might succeed in getting the Individuals with Disabilities Education Act (IDEA) included as an unfunded mandate. Through CEC's and others' efforts, the Heritage Foundation scaled back its criticisms of IDEA, and the final law excluded such legislation as IDEA and the Americans with Disabilities Act from its coverage.

- **Balanced Budget Amendment to the Constitution Defeated**—Another piece of the Contract with America would have amended the U.S. Constitution to require the federal government to balance the budget by 2002.

While CEC supports the objective of a balanced budget amendment, we believe we cannot afford to cut or eliminate programs that will significantly better the future of our children. The amendment was defeated, thanks to the multitude of calls CECers and others made to Congress.

- **FY 1995 Rescissions Bill Defeated**—The rescission package passed by both the House and Senate this past year would have cut $874.5 million from education programs for FY 1995.

With input from CEC's Department of Public Policy and CEC members about these harmful cuts, President Clinton vetoed the bill. Another rescission package was ultimately passed, but cuts to education programs were considerably smaller than originally proposed.

- **Child Nutrition Block Grants Defeated**—Congress proposed to consolidate federal food and nutrition programs into block grants during the past year. Because of input from CEC and others that block grants could reduce the number of low-income children who would qualify for school breakfast and lunch under the revised programs, Congress may drop this proposal altogether!

Funding Under Continuing Resolutions

IDEA Programs	*(in millions)*
State and Local Grant Program	$2.322.92
Preschool Grants	360.27
Early Intervention Programs	315.63
Deaf-Blind Programs	12.83
Regional Resource Centers	5.41
Severe Disabilities	10.03
Early Childhood Education	18.88
Emotional Disturbance Projects	4.15
Postsecondary Education Programs	8.84
Secondary Education and Transitional Services	23.97
Innovation and Development	15.48
Special Education Technology	8.15
Media and Captioning Services	19.14
Special Education Personnel Development	68.50
Grants to HBCUs and other Institutes of Higher Education	
Parent Training	13.54
Clearinghouses	1.62
Special Studies	3.12
IDEA Subtotal	**$3.212.46**

Title X, Part B (P.L. 103-382)

Gifted and Talented Grants	3.69

- **IDEA maintains bipartisan support in both houses**—Despite our concerns, through CEC's and other's efforts, many congressional members (freshmen and veterans alike) support federal education programs—including IDEA.

Nothing spells this out better than an article in *Exceptional Parent* written by Rep. Randy "Duke" Cunningham (R-CA)—a relatively new member of the House! In the article, the Chair of the House Subcommittee on Early Childhood, Youth, and Families notes that "IDEA helps fulfill our nation's moral commitment to educating America's children with disabilities. Education transforms individuals who were once thought to be helpless into productive, working, taxpaying citizens." We couldn't have said it better ourselves!!

- **FY 1996 Appropriations Reinstated**—The House passed an appropriations bill for the Departments of Labor, Health and Human Services, and Education that would cut $162 million from special purposes programs funded under IDEA, eliminating funding for 7 of the 14 support programs. The House also appropriated only $3 million for the Javits gifted and talented program for FY 1996.

Thanks to all your calls and letters, the Senate committee proposed $153 million more for special education than the House bill. Also, although the Senate bill would still cut special education $7.4 million from the FY 1995 funding level, no support programs would be eliminated!

As you can see, your phone calls, letters, and visits to your congressperson really do have a positive impact on legislation that affects students with exceptionalities. Keep up your support...we still have a long way to go until IDEA is reauthorized and the funding process for our programs is completed.

In fact, because a final FY 1996 funding bill for Labor, Health and Human Services, and Education Programs has not been enacted, these programs have been existing from continuing resolution (CR) to CR. If the current CR were extended through the entire fiscal year, education programs would be cut by approximately $3.1 billion—the largest cut in education in history! For IDEA programs the cut would equal $40 million, or 13%, in IDEA discretionary funds (see chart).

Continue to let your voice be heard by letting the President and Congress know that these cuts are unacceptable and that an adequate investment in education should be of the highest priority.

Again, know that you are a very valuable part of this process, and we appreciate your efforts!!!

Letter-Writing Session to be Held at Convention!!

Make sure you join us for "What's Happening in Washington," presented by DPP. This popular session provides attendees with up-to-date information on important legislative issues, such as the reauthorization of IDEA, budget issues, Medicare/Medicaid/SSI, etc.

Immediately afterward, YOU will have an opportunity to get involved in the political process! You'll be able to write to your Congressperson(s) telling them what you think about their involvement in issues that are important to You! Look for "Tell Congress What You Think," in your convention program, and let your voice be heard! ■

Instructional Materials, *from page 1*

Students will be able to express their ideas and/or make responses through written, voice, or tactile modalities. Interactive media will also be made more accessible. Instructional media products will include devices that allow students with physical disabilities to use them, ensuring that all students can take advantage of technological learning tools.

This concept, creating learning materials that all students can access, is called universal design. Universally designed products will offer students accessibility on multiple levels, including physical, sensory, and cognitive modalities.

Universally designed materials are essential tools for today's special education students. First, universal design allows teachers to employ best teaching practices more often and with a greater degree of success. With universally designed products, teachers can give any student learning materials that complement the teaching strategy—visual, auditory, or kinesthetic—that works best for that particular child and that accommodates his or her abilities.

Further, the increased expectations that all students—including those with disabilities—master general and specialized curricula, means that students must have educational materials that provide the adaptations they need to learn. Finally, if educators are to be held accountable for student mastery of curricula, they must have learning tools that work for their students.

Making Materials Accessible

A key feature of universal design is the flexibility it offers teachers and learners. Some examples of the features that will be incorporated into the design of educational materials are:

- Content would be available in digital format, allowing educators to easily convert educational content to the modality a student can access or use to respond. For example, a history text could be displayed in large type or converted to speech.
- Student expression would be accommodated in digital formats, allowing students to respond with a speech synthesizer or type.
- Educational materials would give students more than one choice of access or response formats, i.e., information given auditorily would also be presented in text and in sign language.
- Educational materials would enable teachers and students to monitor learning progress and provide for easy recordkeeping.
- Documentation would be provided with educational materials on effectiveness with diverse populations.

Different Types of Access

By incorporating the different types of access into instructional design, educational materials should be pertinent and useful to all students. Some examples of ways instruction will be made accessible are:

- **Cognitive Access**—Involves providing multiple levels of materials and using good instructional design principles.
- **Physical Access**—Involves ensuring that alternative means for student response and expression are available. Some examples are providing macros, tactile/Braille modalities, and replacement keyboard and mouse responses for inputting and outputting information.
- **Sensory Access**—Involves ensuring that visual information is represented by audio and/or text. Thus, print could be converted to speech or icon/picture/video descriptions, or graphics could be converted to tactile representations.

Conversely, making curricula accessible to students with hearing disabilities involves presenting speech or other audio information in a visual manner, i.e., speech could be converted to text, graphics, or sign language.

- **Multicultural Access**—Curricula would be presented in different languages, include cultural perspectives, and be age-appropriate. Curricula could also be modified to fit the student's locale.

CEC Takes the Lead in Instructional Accessibility

New Book in Development

Instructional Tools: Access to Curriculum for Students with Learning Difficulties, by Douglas Carnine, Bob Dixon, and Ed Kameenui, helps practitioners better understand how to use instructional tools to organize content. The book provides an in-depth look at instructional design principles and presents examples of how each of these tools can be used in different curriculum areas and with interactive media.

Symposium Provides Training

On June, 6-7, 1996, CEC will present a Symposium, *Achieving Curriculum Mastery: Creating Academic Success for All*, in Dallas, TX. Sessions will focus on strategies to help students achieve greater curricular mastery through the identification of big ideas and the application of accessible materials. The opening presentation by Douglas Carnine, Director of the National Center to Improve the Tools of Educators, will compare improved access strategies with traditional methods. Call 800/224-6830 or 703/264-9447 for more information.

Experts/ Professional Associations Collaborate

CEC is working with leaders in the accessibility field, representatives from other education associations, developers, and publishers to explore directions to support a universal design initiative. Perspectives of several experts are presented on page 14.

Continues on page 15

Convention Events Just for Students!

At CEC's Annual Convention this year, student members will find two firsts—a strand created especially for students and a session designed for doctoral student members.

The student strand—*Challenged, Experienced, Committed*—was created to give students information about what to expect during their first year in the classroom. The first session, ***Survival Kit for Student Teaching***, will be presented by Patricia Haufler and provides participants with a practical guide of strategies and coping skills that assist in meeting the challenges of student teaching. Wednesday, April 3, 1:15-2:15 pm.

The second session is the ever popular ***Survival Skills for the First Year Special Education Teacher***. This session, presented by Maureen Gale and Mary Cohen, the authors of the CEC publication by the same name, is presented annually and gives preprofessionals practical tips that put them on the road to success. Wednesday, April 3, 2:30-3:30 pm.

The final session in this strand, ***Putting Magic into Collaboration: Covey's Keys to Working Together***, provides tips for working in an inclusive environment. The presenters are Renee Davis, Amy Bussard, and Linda Duncan-Malone. If you are interested in entering the profession well-prepared and ready to work, you don't want to miss this session on Wednesday, April 3, from 3:45-4:45 pm.

The ***Kaleidoscope Jam Session*** on Friday, April 5, from 8:30 am-12:00 noon, has been created by Pegi Davis, the Teacher Education Division student governor, to provide doctoral students with an opportunity to gain experience presenting and sharing information. All interested members, students and professors alike, are invited to attend the presentations made by 14 doctoral students, as well as discuss the ins and outs of publishing and issues facing doctoral students. Don't miss this exciting session. It will be a learning experience for all.

Inclusion: The "IN" Thing in Special Education

BY TODD CATANZANO

Currently, the leading trend, the "IN" thing in special education, is inclusion. As preprofessionals on the brink of entering the field of special education, you must be prepared and informed about this issue. But what can one student do to learn more about inclusion and gain experience in this area besides listening to classroom rhetoric and taking careful notes?

First, become an expert on inclusion policy. Successful professionals understand inclusion on the local, state/provincial, and national levels. Discover CEC's policy on inclusion. Find out where local schools stand on the issue. Talk with teachers who are currently working in an inclusive model as well as those who are opposed to inclusion. Arm yourself with information and be prepared to share your thoughts with other professionals; the school board; and local, state/provincial, and national legislators.

Second, check out programs in the community that promote inclusion. Discover programs that include students with disabilities. Visit the local library, the park, and recreation programs in the area, and clubs such as Boy Scouts and Girl Scouts. Find out if those programs accommodate the needs of students with disabilities. If they don't, you and your chapter can facilitate discussions to bring about these accommodations.

Check out after-school programs as well. Do schools provide ample opportunity for students of all abilities to learn social skills and make friends? If not, consider starting a CEC Club—a club made up of all students who do things together to benefit the school, the community, and themselves.

Third, gain experience collaborating with others. Teachers successfully working in inclusive environments work together. Learn all you can about making relationships work between general and special educators. Observe teachers in action. Conduct interviews with general and special education teachers to find out what works and what doesn't work.

Finally, take advantage of workshops provided at federation conferences and CEC's annual convention. Success in the general classroom is one of the major objectives of inclusion, and working collaboratively with others is a key ingredient to this success.

Inclusion is here to stay, and the benefits are tremendous. Take some time to prepare yourself to teach in this environment. It will put you on the right path for your job search and your career. ■

Todd Catanzano is a member of Castleton State College Chapter #283. He is currently serving as president of the chapter and is gearing up to attend the CEC Annual Convention.

Stay on Top of the Latest Special Education News!

Exceptional Child Education Resources (ECER)—the world's most comprehensive database of resources in special and gifted education—is now available on CD-ROM! CEC and SilverPlatter Information, Inc., have converted the entire ECER database to a CD-ROM that you can use on your own computer with SilverPlatter's easy-to-use search software.

The CD-ROM includes abstracts of:

Books
Journal articles
Nonprint media

Plus, you'll receive quarterly updates of your CD-ROM with your annual subscription.

Call 800/343-0064 and order today—you'll receive a 30-day free trial!

canada

CCEC Releases Belief Statement on Disruptive and Violent Behavior

The Canadian Council for Exceptional Children (CCEC) recently released a belief statement concerning disruptive and violent behavior. A summary of the statement follows:

CCEC believes that all children, youth, and young adults with exceptionalities are entitled to free and appropriate education/services that foster independent living and productive engagement in the community. To achieve such outcomes, a rich variety of interventions, as well as educational and vocational program options and experiences must exist.

The student population with disruptive or violent behavior has been described as presenting the greatest challenge to the education profession in the nineties. CCEC advocates for an effective response to the needs of these students.

Most students who have cognitive, emotional, social, or behavioral disabilities are effectively managed and taught through special education interventions and, as such, rarely exhibit the violent behavior that places them and those around them in danger of harm.

Occasionally a student becomes aggressive/violent and a danger to self and/or others. In such instances, the rights of others within the public school to have a safe and effective learning environment must take precedence over the right of the disruptive student to remain in the current educational placement.

Students with Behavior Disorders

With reference to educating learners with behavior disorders, CCEC believes:

- When circumstances necessitate assigning a student to an alternative educational setting, it must result from collaborative planning. Students with disabilities must continue to receive special education and related services in a setting that protects their safety and that of others in the public school environment.
- Early intervention is needed.
- Individual supports must be available for all children and youths.
- An extensive range of support services, particularly in mainstreamed settings, is critical.
- Students and their families or guardians should participate in program planning and provide input into decisions regarding the placement, curriculum option, and exit document of children with behavior disorders. ■

multicultural

Find the Answers for a Multicultural World

As we move toward a more diverse world, the questions about living—and teaching—in a multicultural environment seem to be increasing rather than decreasing. However, there's one place where educators can enter into frank and open discussions about multiculturalism and how it affects relationships between professionals, coworkers, teachers, and students—the Third Annual Multicultural Summit at the CEC Annual Convention.

Sponsored by CEC and its Division for Culturally and Linguistically Diverse Exceptional Learners (DDEL), the 1996 Summit gives attendees an opportunity to address their concerns and gain an understanding of multicultural barriers in small, informal groups. Roundtable discussions include:

- **Crosscultural Communication**—Learn how culture, language, and experiences affect communication styles. You'll find out why what you hear is sometimes not what is intended and increase your understanding of different communication styles.
- **Crosscultural Competencies**—Share and learn what skills individuals, organizations, agencies, and professionals need to deal effectively with diversity and diversity-related issues.
- **Managing in the Dominant Culture**—Exchange ideas and strategies on how to work successfully in environments when you are the dominant, as well as the nondominant, culture.
- **Identification of Critical Issues**—Identify the critical issues related to diversity within CEC.
- **Organizational Response Level**—Assess how responsive CEC is to diversity and diversity-related issues.

At the Summit's conclusion, each group will report its findings. In addition, DDEL will document the issues and conclusions reached and share its findings with CEC's Executive Committee, caucuses, and other groups.

Join us April 4, 9:45 am-12:00 noon, for this unique opportunity to address multicultural issues head-on and influence multicultural interactions in your class, your school, and CEC. ■

Each One Reach One Final Results!

At December's end, the Each One Reach One Campaign reached its exciting conclusion, bringing 2,280 members to CEC! We are proud to announce the winner of the Each One Reach One campaign is the Illinois Federation, which came from behind to steal first place lead from the long-reigning Dogwood Chapter.

CEC would like to thank all unit leaders and individuals for contributing to the success of CEC's first member-get-a-member campaign and for reaffirming your commitment to CEC.

The top ten units for the campaign are

Illinois Federation
Dogwood Chapter #685 (GA)
Snowbird Chapter #981 (UT)
University of Southern Florida Chapter #399 (FL)
Purdue University Chapter #762 (IN)
East Strasbourg State University #909 (PA)
Illinois State University Chapter #648 (IL)
Ball State University Chapter #320 (IN)
Northern Nevada Chapter #438 (NV)
Central Michigan University Chapter #566 (MI)

Division Focus

CASE

The Council of Administrators of Special Education

CASE has prepared a full schedule of exciting events during the CEC convention. Activities will begin with a meeting of the CASE Executive Committee from 4:00-7:00 pm on Sunday, March 31, at the Omni Rosen. The CASE Annual joint meeting of the membership and the Board of Directors will be held from 8:30 am - 3:00 pm, also at the Omni Rosen. In addition to the business meeting, recipients of the CASE awards will be announced, as well as the names of those elected as CASE President-Elect and Treasurer for the 1996-1998 term.

Join us for CASE Fun Night, Tuesday, April 2, for a medieval feast at the summer court of King Henry VIII. The ticket price entitles the bearer to the feast, motor coach transportation to and from the feast, and a gift. Call 505/243-7622 for registration brochures.

Plus, a wide array of programs for administrators will be offered. The CASE strand features 26 sessions from Tuesday through Friday. Check your January/ March CASE Newsletter for a listing of CASE activities.

CCBD

The Council for Children with Behavioral Disorders

CCBD is coordinating downlink sites throughout the U.S. and Puerto Rico for the Office of Special Education and Rehabilitative Services/Office of Special Education Program's (OSERS/OSEP) national invitational conference, "Making Collaboration Work for Children, Families, Schools, and Communities," to be held March 27-29, 1996, in Washington, DC. In addition, CCBD will host one interactive site at the University of Kansas and provide small group facilitators for the on-site activities. The national teleconference will air from 3:30-5:00 pm, EST.

The conference, which is on OSEP's National Agenda and the Individuals with Disabilities Education Act to improve services for students with emotional disturbance, will focus on making collaboration work for children and youth with emotional and behavioral problems. For more information, call Lyndal Bullock, 817/565-3583.

CEC-DR

The Division for Research

CEC-DR is establishing an electronic communication network for its members and an e-mail discussion board. All CEC-DR members will be eligible for a subscription to the mailing list and can use it to contact CEC-DR members. As a mailing list subscriber, members will receive messages not only about urgent news such as government actions affecting research in special education and disabilities but also about important CEC-DR initiatives, news of funding opportunities, etc. Watch for subscription instructions in the DR newsletter.

Mark your convention calendars for the CEC-DR Showcase on Tuesday, April 2, from 2:30-3:30 pm. Noted researchers Steven Forness and Kenneth Kavale will present *Can 700 Studies Be Wrong? Research on Effective Special Education Practices.*

DCDT

The Division on Career Development and Transition

DCDT has a busy week planned for Orlando. In addition to Division Day and many other sessions, a special strand is devoted to Transition Assessment. And, join us for DCDT's business meeting on Thursday, April 4.

Also, DCDT is offering two networking sessions in the DCDT Board Room of the Omni Rosen. The first, to be held Tuesday, April 2, 12:00 noon, is a brown bag lunch. You can talk with the Governmental Relations Committee about IDEA's reauthorization and other legislative initiatives. Many of the House and Senate proposals seem to be weakening the provision of transition services. Contact Joanne Cashman, 717/473-7371 for more information.

The Publications Committee will offer a networking session on Thursday, April 4, from 10:00-11:00 am, which will be directed to prospective authors interested in submitting manuscripts to *CDEI*. Contact Rick Lombard, 414/472-5813 for more information.

DDEL

The Division for Culturally and Linguistically Diverse Exceptional Learners

The Multicultural Summit will be held at CEC's annual convention, Thursday, April 4, 9:45 am -12:00 noon. This year's summit provides more opportunity for audience participation through roundtable discussions. A reception will follow the Summit from 12:00-1:30 pm. The DDEL business meeting will be held Wednesday, 4:30-6:30 pm.

The 1995 issue of *Multiple Voices for Ethnically Diverse Exceptional Learners* was published December 1995. Members should receive their complimentary copy soon. Individuals interested in submitting manuscripts for forthcoming issues may refer to the guidelines detailed in recent issues of the DDEL newsletter or by calling Bridgie Ford at 216/972-6734 or bford@uakron.edu.

The CEC-DDEL Multicultural Proceedings project stemming from the Symposium on Multicultural Exceptional Learners held November 1994 in San Diego, California, should be published in early summer 1996.

DEC

The Division for Early Childhood

Tess Bennett, DEC's president, recently traveled to Beijing, People's Republic of China, for the Sino-American Joint Conference on Exceptionality. She found the Chinese eager to learn about special education in America and will work closely with the division presidents to develop a plan for sharing information and expertise.

Mark your calendars for the 1996 annual DEC conference, to be held in Phoenix, AZ, on December 8-11, 1996. Please encourage teachers, parents, support personnel, professors, and community members to attend. For further information, contact the DEC International Conference 1996, 410/269-6801.

MRDD

The Division on Mental Retardation and Developmental Disabilities

Goals 2000: Education in a New Century, Fifth International Conference on Mental Retardation and Developmental Disabilities will be held in Austin, TX, on October 11-13, 1996. Keynote speakers include: Marilyn

Friend on Team Teaching/Collaborative Teaching; Donald Bailey, Early Childhood—Present and Future Trends; and Gary Blumenthal, Chair of the President's Commission on Mental Retardation.

Many MRDD committees will meet at the CEC Annual Convention in Orlando on April 3, 1996. All are invited to attend. Times and location will be listed in the CEC Convention program. Also, make sure you're there for the MRDD Showcase Session on Wednesday, April 3, 1996, at 11:00 am. David Smith, MRDD Critical Issues Chair will lead a discussion on *Critical Issues in Mental Retardation: A Critical Role for MRDD*.

The MRDD Practitioner Involvement Committee is a new ad hoc committee formed to investigate ways to increase practitioner involvement with MRDD and the Board of Directors. For more information or to submit suggestions, please contact Kerbis Puccini at 708/480-9093.

TAG

The Association for the Gifted

TAG has joined forces with Disney University to bring you a once-in-a-lifetime symposium at Disney's Pleasure Island! On April 1, 1996, join Felice Kaufman, Paula Cummins, and Disney University leaders for "Keys to Effective Learning Environments for Developing Gifts and Talents."

After the symposium, be sure to stay in Orlando to enjoy the many TAG sessions at CEC's annual convention. For further information about the first TAG/Disney collaboration, call Emily Stewart at 410/838-7300, #291.

TED

The Teacher Education Division

While looking forward to CEC's convention in Orlando, TED is already planning its 1996 TED Conference, to be held in Washington, DC, November 6-8. The theme is "Capitol Speculations." Mark Goor, conference chair, invites us each to come to "Celebrate?", "Commiserate?", and/or "Speculate?".

The call for papers was in the TED winter newsletter. If you'd like to submit a proposal, the submission date is June 1, 1996. If you'd like a copy of the format, please call Kathlene Shank, 217/581-5315, and leave your name and full address.

Future conferences are planned in Savannah, GA, for 1997; Chicago, IL, for 1998; and "just maybe" Palm Springs, CA, for 1999.

Convention, *from page 1*

tors contributing to student violence and provides strategies to create safe, nonviolent schools. It includes developing student support systems, identifying environmental factors that trigger violent behavior, and implementing positive behavioral interventions.

- **Multicultural Teacher Education**—A highly interactive strand focusing on educational techniques that encompass different races, genders, disabilities, socioeconomic status, ethnicity, and culture. Attendees will learn how their beliefs impact their interactions with students and influence their teaching methods, as well as techniques to foster multicultural teaching.
- **Adaptive and Assistive Technology**—Demonstrations, information, and resources for increasing participation, inclusion, and independence for students of all ages with disabilities. Sessions include computer adaptations for students with disabilities, assessment profiles, and strategies for job modifications.
- **Outcomes in Special Education**—An analysis of outcomes in special education and their implications for today's—and the future's—special education practices. Learn how including students with disabilities in assessment affects what is being taught in the classroom and what kinds of accommodations are being used for students with disabilities who are assessed.
- **ADHD: Current Policy, Assessment, and Intervention Practices**—A comprehensive overview of the resources for ADHD, as well as issues in the education of students with ADHD. The strand reviews best practices for ADHD, as well as current research and initiatives to improve services to students with ADHD.
- **Transition Assessment and Planning: Focus on the Student and Family**—A complete look at transition assessment including a hands-on workshop that shows attendees how to involve families in the process, integrate transition information into the IEP, and write better IEPs for transition. Also presents current assessment materials and methods.
- **Legal Aspects of Special Education: Policies and Procedures**—A step-by-step guide through the laws that govern special education and the factors educators must consider when disciplining students with disabilities. Legal experts and state offices of special education staff will discuss the grounds under which a student with a disability can be expelled, discipline of special education students, and what states are doing to continue the education of students who have been expelled. Questions from the audience will be taken.

Division Showcase Sessions

CEC's divisions are also bringing you special sessions that unveil the secrets of reaching more students with new, innovative practices and techniques. Here are just a few you won't want to miss.

- **Promoting Self-Determination in School Reform and Curriculum**—Find out how self-determination—the ability to set goals and make choices that make those goals a reality—can work for students, curriculum, and schools. Presenters will share what works and what doesn't. (4/3, 8:30-9:30 am)
- **The View from Washington**—Thomas Hehir, Director, Office of Special Education Programs, U.S. Department of Education, will give an update on the reauthorization of IDEA. He will focus on likely changes in the law and the implications for special education and students with disabilities. (4/2, 1:15-2:15 pm)
- **Learning Disabilities Research Discoveries: Implications for Definition, Early Identification, and Classroom Practice**—Well-known NIH researcher Reid Lyon presents new discoveries on the early identification and intervention of reading disabilities. Lyon will give attendees strategies to assess a student's reading ability and proven intervention techniques that help students learn to read successfully. (4/2, 1:15-2:15 pm)

Continues on page 15

Free ERIC Database Searches at the CEC Convention!

The ERIC Clearinghouse on Disabilities and Gifted Education (ERIC/CEC) will offer *free, on-site searches* of the ERIC database at the CEC Convention. ERIC staff will search a topic of your choice on the database via CD-ROM. Bring a 3.5" DOS computer disk, and we'll put the search results on disk for you to take home.

When ordered through the Clearinghouse, custom ERIC searches begin at $25 and are typically delivered within 2 weeks. Through this special convention arrangement, you can have your search run immediately at no charge. If you have a topic to research or are just interested in how an ERIC search is run, stop by the CEC booth at the convention. Copies of the ERIC database on CD-ROM will also be available for sale.

ERIC/CEC ON THE WEB

Look for the ERIC/CEC home page when the CEC web site goes online on the Internet. Our home page will tell you about ERIC/CEC, who we are, what we do, how you can contact us, and what you will find on our web pages. We will offer a direct connection to the ERIC database so you can conduct your own searches. We'll even provide instructions for you on:

- How to search the ERIC (and ECER) databases.
- What the results of your search will look like.
- How to order documents.
- How to submit documents to ERIC.

A link to the AskERIC Question Answering service and to other clearinghouses and resource organizations will be available.

You will also find discussion groups (listservs) on numerous topics of interest in special and gifted education. And, the full text of digests produced by ERIC/CEC will be available as will frequently asked questions, bibliographies, fact sheets, and other information resources.

Department of Education Makes Professional Development a Priority

The Department of Education recently released its *Mission and Principles of Professional Development*, a set of tenets that stress the importance of high quality professional development for educators. The principles, which encompass all levels of teacher education, from K-12 through adult education, encourage "rigorous and relevant content, strategies, and organizational supports that ensure the preparation and career-long development of teachers and others" who influence the teaching and learning environment.

ED is using the principles to guide its professional development activities, including crafting new legislation, guiding grant competitions, and ensuring ED's statements and policies consistently reflect the importance of professional development.

ED will also employ the principles to promote high-quality professional development activities. They will be used to evaluate professional development programs and identify model programs that schools can emulate.

According to Terry Dozier, Special Advisor on Teaching to Secretary Riley, ED hopes the principles will also encourage schools and districts to increase their professional development activities and support teachers' leadership role in professional development planning.

"We need to respect and nurture the intellectual capacity of teachers and ensure they are part of the planning process," said Dozier. "We hope the principles will spark a dialogue at the local and district level about what professional development looks like so teachers can challenge ineffective practices and advocate more convincingly for a stronger investment in their professional growth."

Established to coordinate and direct ED's professional development activities, ED's Professional Development Team worked with over 30 organizations and sought feedback from more than 600 educational leaders and practitioners before refining the principles. CEC provided feedback on the principles to ensure that preparation and training of teachers meet the needs of students with exceptionalities. CEC will continue to participate in follow-up activities regarding the future implementation of the principles.

"CEC supports the Department of Education's work in this area," said Bruce Ramirez, CEC's Associate Executive Director. "Professional development is crucial to the field's advancement and the achievement of students with exceptionalities. By ensuring our teachers have the support and training they need, we ensure our effectiveness as educators and ultimately the success of all students."

The Next Step

Developing the principles was just a first step in the Professional Development Team's mission. Now that the principles have been released, ED will use them to design a national recognition program that identifies exemplary professional development practices. To date, it has often been difficult to determine if professional development programs have had the expected impact—increased student learning.

To address this problem, ED is also developing performance indicators for its Eisenhower Professional Development Program. It hopes others can use these indicators as they evaluate their professional development programs for effectiveness and meaningfulness.

Finally, the Team is working to coordinate ED's professional development activities to make them responsive to each state's needs.

"Today's teachers are faced with greater challenges than ever before," Dozier concluded. "Teachers need help in how to work with an increasingly diverse group of students and to be updated on technology and new research findings concerning effective practice and how children learn. The Professional Development Team has tried to say this in legislative budgets and in the principles."

To receive a copy of the principles, call 800/872-5327. ■

CEC Standards Greeted with Enthusiasm

Standards Do Not Promote Categorical Approach

CEC is proud to report that the publication of *What Every Special Educator Must Know: The International Standards for the Preparation and Certification of Special Education Teachers* and the submission of the standards to the National Council for the Accreditation of Teacher Education for their adoption have generated numerous expressions of interest from our members, the field, and state and provincial education agencies.

It is obvious there is strong support for the standards and the impact they will make in the education of future special educators, as well as the quality of special education throughout the U.S. and Canada.

However, through the many comments we have received, we realize that there is one area of misunderstanding that requires clarification—whether or not CEC is promoting a categorical approach to preparing and certifying special educators. Because the standards are presented categorically, this could appear to be the case. However, that is not an accurate interpretation of the standards.

CEC's standards provide a common core of knowledge and skills that all special educators should master. In addition, it is expected that a beginning special education teacher should master the knowledge and skills set forth in at least one of the eight areas of specialization: early childhood and the exceptionalities, deaf and hard of hearing, emotional and behavioral disorders, gifts or talents, learning disabilities, mental retardation and developmental disabilities, physical and health disabilities, and visual impairments.

CEC's standards define what an individual must know and be able to do to teach a child with a particular exceptionality. If an individual is expected to teach students with varying exceptionalities, then that individual should have mastery of the knowledge and skills for each of those exceptionalities.

For example, if a college is preparing "teachers of students with mild disabilities" and expects them to work with students with learning disabilities and behavior disorders, then the program would need to show that it is preparing teachers with mastery of the knowledge and skills in both areas of specialization.

However, this does not necessarily double the number of courses in specialty areas. It is very possible to take the knowledge and skills from several specialty areas and develop courses that address children with various exceptionalities.

A special educator who teaches children with multiple exceptionalities should have at least the minimal competencies for teaching children with each of the exceptionalities.

CEC's standards require a prospective special education teacher to successfully complete a 10-week practicum teaching the types of students for which they are being prepared and eventually certified. If the student teacher is being prepared to teach children with varied exceptionalities, he or she does not need to do a 10-week practicum for each area of exceptionality. However, it is expected that the practicum experience will offer the student teaching experience with each of the types of students he or she will eventually teach.

To learn more about the standards at convention, attend Understanding and Implementing CEC's New International Certification Standards, *on Thursday, April 4, 9:45-10:45 am. Presenters will explain, interpret, and answer questions about the standards and discuss CEC plans to gain state and provincial approval.* ■

TAKE IT FOR *granted*

Field-Initiated Studies The Education Department's Office of Educational Research and Improvement invites applicants for fiscal 1997 field-initiated studies. Priorities range from methods to reduce and prevent school violence to methods that enable early childhood caregivers to identify behavior problems. Deadline: None announced. Eligibility: Higher education institutions, public and private organizations, individuals, and consortia. Contact Clara Lawson-Holmes, 202/219-2079 or Joe Caliguro, 202/219-1935.

Science and Technology: The NEC Foundation supports projects that improve high school science and technology education or develop assistive technologies for people with disabilities. Deadlines: May 1, 1996, and November 1, 1996. Eligibility: Higher education institutions, national associations, and other nonprofit organizations. Schools and school districts can be part of larger collaborations applying for grants. Contact: Sylvia Clark, 516/753-7021.

Professional Development: The National Foundation for the Improvement of Education (NFIE) supports projects that improve professional development and enhance classroom skills and activities or develop professional teaching tools and techniques. Deadline: March 29, 1996. Contact: Shirley Nelson, NFIE, 1201 16th St., NW, Washington, DC 20036.

Freddie Mac: The Freddie Mac Foundation supports projects that focus on early childhood, the prevention of child abuse and neglect, and school reform. Deadlines: June 1, September 1, and December 1, 1996. Eligibility: Schools, school districts, higher education institutions, and nonprofit organizations. Contact: Carlisa Hill, 703/903-2214.

Westinghouse Foundation: The Westinghouse Foundation supports projects that emphasize science, mathematics, engineering, and education reform. Deadline: None. Eligibility: School districts, higher education institutions, and nonprofit organizations. Contact, Westinghouse Foundation, 412/642-3017.

Students in Special Education Compete in It's Academic!

BY DAVID J. BENSON

A sense of excitement and nervousness pervades the air. The cameras are rolling and the lights are bright. Media representatives from the community, as well as high school reporters and photographers, angle for a good shot.

The contestants face the judges, members of the business community or faculty and staff from area high schools. These individuals will test the students on their knowledge of any one of a variety of subjects. The students have prepared for weeks for the competition, practicing and studying material from several different areas. The judges take their task seriously and are ready to challenge each student participating in the event. The competition, an "It's Academic" for students with disabilities, begins.

Based on the popular It's Academic contests, the Life Skills Academic meet, held at Naaman Forest High School in Garland, TX, gives students with special needs an opportunity to demonstrate their abilities and receive recognition for their accomplishments. Just as important, this annual event shows members of the business community that students with disabilities can and do succeed. Approximately 90 students participate in this annual, district-wide event.

Chris Bishop displays his knowledge of community signage at a recent Life Skills Academic meet.

The competition is split into different groups to allow for the various abilities of the students. Areas of the competition include:

- Community—Recognizing signs and available services.
- Vocational—Participating in a job interview and imparting personal information to the interviewer.
- Academics, Math—Identifying and counting money, performing arithmetic using a calculator, matching prices to objects.
- Academics, Language Arts—Reading and writing.
- Meal Preparation—Making a meal or a sandwich, cooking soup.

The Competition Begins

This 3-hour event starts with a guest speaker, who opens with a motivational speech for the students. Then the judges are introduced, and the competition begins. Students and judges depart to the testing rooms, where students give hands-on demonstrations of their skills in the home-ec kitchen, show their mastery of the calculator, count out money and change for purchases, read signs from every avenue of life, and show off their academic abilities. Testing in the different areas occurs simultaneously in different rooms to allow for a steady pace.

When the students have a break in their testing, they can "rest up" in a special room that contains refreshments, movies, and other activities that help to make this a special day.

Everyone's a Winner

The meet is one event in which everyone comes away a winner. At the event's conclusion, the students feel a sense of pride and accomplishment in their achievement. Each participant receives a certificate of completion, and those students who excel receive special recognition. The judges learn first-hand that individuals with disabilities can succeed and share that information with the community. And the many teachers, staff, and parents involved in Life Skills Academics renew their faith and belief in these and future students.

The meet receives wide praise from participants.

"This is a fun day," said Chris Bishop, senior.

"We work hard, have fun, and see friends," added Allison Jordon, senior.

Life Skills Academics is more than a competition for our students—it's a means to help prepare them for tasks and challenges they will face in their everyday life.

David Benson is an assistant principal with the Garland Independent School District. He initiated the Life Skills Academics and has worked with the event for the past 4 years. CECers who would like more information about planning a Life Skills Academics can call him at 214/494-8362. Benson is a member of CEC Chapter #796. ■

CEC

honor roll

Earl Campbell, former member of CEC's Executive Board and director of the Scarborough Board of Education, was honored with a Distinguished Educator Award by the Ontario Institute of Studies in Education.

Mark Kandel, the Division for Learning Disabilities Student Governor and member of CEC's Pennsylvania Federation, was elected to the Scranton, PA, School Board.

Elizabeth Trey, CEC's Director of Meetings/Logistics, was recently awarded the Certified Meeting Professional designation by the Convention Liaison Council.

CEC, Macro International to Study Teachers' Use of Technology

CEC is working with Macro International on a U.S. Department of Education, Office of Special Education Program funded study of the ways that special education teachers use technology to promote literacy among students with disabilities. Elaine Pierrel Robey of Macro International is the study's principal investigator, and Annmarie Kallas is CEC's project coordinator. In addition to ascertaining the state of practice in the use of technology to promote literacy, the study will identify effective and innovative strategies that teachers are using to promote literacy.

The research study will use focus groups, a mail survey, telephone interviews, and case studies to gather information from special education teachers, other specialists, and administrators. Focus groups with CEC members were held the first week in February, and later this year a nationally representative sample of 2,200 special educators will receive the mail survey. Follow-up telephone interviews will be conducted with about 10% of those responding to the survey.

In the second year of the study, Macro will conduct case studies in seven school districts chosen from the districts involved in the survey.

The findings from this study will be translated into information products that include a photo essay book, a research report, and a computer presentation. Look for news about progress and findings of this study in upcoming issues of *CEC Today!* ■

CEC's Division for Learning Disabilities Joins Campaign for Learning Disabilities

Through its Division for Learning Disabilities (DLD), CEC has joined forces with other national learning disabilities organizations to develop a national campaign to increase awareness of learning disabilities (LD). The Campaign brings together the experience and outreach of national LD organizations with the expertise of communications and media professionals to develop and implement a cohesive public awareness strategy.

Despite the fact that learning disabilities affect approximately 15% of the population, the general public and many education professionals are confused and often misinformed about LD, according to a recent national opinion poll and focus groups supported by the Emily Hall Tremaine Foundation. For many children with learning disabilities, early intervention can mean the difference between success and failure.

In addition to DLD, the organizations involved in the campaign are the Learning Disabilities Association of America, the National Center for Learning Disabilities, the Orton Dyslexia Society, the Council for Learning Disabilities, and the Charles and Helen Schwab Foundation. ■

CLIP AND SAVE

EXTRA *credit*

ADA Guide for Public Schools—The U.S. Education Department's *Compliance with the Americans with Disabilities Act: A Self-Evaluation Guide for Public Elementary and Secondary Schools* reviews requirements and offers suggestions and worksheets to assess compliance. School districts may request a copy of the guide from their regional Disability and Business Technical Assistance Center, 800/949-4ADA. Additional copies may be purchased from the U.S. Government Printing Office for $21, #065-000-00774-6.

Disability Rights—*Disability Rights Education and Defense Fund News* is a free newsletter produced by the Disability Rights Education and Defense Fund (DREDF). The newsletter covers legal issues affecting individuals with disabilities. For more information, call 800/466-4232 or 510/644-2555.

Inclusion Award—AbleNet is awarding a $500 gift certificate for AbleNet products and a $500 cash award to defray the costs of attending the 1996 Closing the Gap Conference for the team that demonstrates best inclusion practices. Entry deadline: March 31, 1996. For information, contact AbleNet "1996 Inclusion Award," 1081 10th Avenue SE, Minneapolis, MN 55414-1312.

Reading Guide for Parents—The Parents' Educational Resource Center information kit, *Bridges to Reading*, assists parents to understand reading disorders and help their child adapt to his or her reading problem. The kit includes step-by-step booklets; reference guides on national resources, tutoring and attention deficit disorder; and exercises for improving reading skills. Cost: $20, plus taxes and shipping. To order, call 800/471-9545.

Resources for Adults with Learning Disabilities—The National Clearinghouse on Postsecondary Education for Individuals with Disabilities and the National Adult Literacy and Learning Disabilities Center have just published *National Resources for Adults with Learning Disabilities*. Single copies are free from the HEATH resource Center, 800/544-3284.

Whose Responsibility Is It to Make Curriculum Accessible?

CEC Today *asked four individuals who are on the cutting edge of curriculum accessibility to give us their perspectives regarding the topic. Their responses will give you an idea of the scope of this exciting new concept, as well as insights into its future.*

David Rose

The question should address not only responsibility but capability. Ultimately, teachers should be responsible for making sure that their curriculum is accessible to each of their students.

However, they cannot do so without appropriate tools and materials. Curriculum publishers have the capability of providing better curricular materials but cannot actually be responsible for making curricula accessible. Each has a critical role.

Let's start with what the publishers can do. Publishers can, and should, provide curricula that are "universally designed"—curricula that, from the outset, are intended to support the learning of a diverse group of students, including those with disabilities.

The digital revolution has brought new media to the classroom that make it possible to create universally designed tools and materials for learning. These tools can be made flexible enough to provide effective instructional support for all learners and ensure access to learning for individuals with learning, physical, and sensory disabilities.

However, teachers ultimately have the responsibility for making their curriculum accessible. Teachers, well-versed in the needs of their students, the differences among them, and the needs of their community, are the only ones who can turn the potential of universal design into actual practice.

The responsibility for making curriculum accessible lies with both publishers and teachers. Neither has the capability alone.

David Rose is the Co-Executive Director of the Center for Applied Special Technology.

Sue Kamp

As more products are designed to accommodate the greatest range of users, there is less need to make specialized adaptations for people who function differently because of age, size, or physical, sensory, and cognitive ability.

For example, "curb cuts" were initiated so that those who are physically disabled didn't have to go up and down street curbs. However, they have also benefited parents pushing strollers, the elderly, bicyclists, and rollerbladers.

As technology-based products are developed to accommodate the needs of individuals with disabilities, they will be used by teachers who want to teach to any learner's strength, be it auditory, visual, or tactile.

Technology has been shown to increase student achievement, teacher/student interaction, and students' self-concept and motivation. Technology used with special needs populations has helped improve math, writing, vocabulary, and reading achievement.

Software design characteristics such as building in problem-solving, student control over the pace and the branching of activities, feedback techniques, cognitive strategies, the use of automated graphics, and video have also increased student achievement.

Since it is for the good for so many, everyone—publishers, educators, business and industry, parents, and communities—should all be involved in making curricula accessible.

Sue Kamp is Director of the Education Section at the Software Publishers Association.

Cindy King

I cannot agree more that it is the responsibility of everyone to be involved in the process of making accessible software. However, organizations and individuals representing disabled populations must take an active role in helping software developers become more aware of accessibility needs and how to meet those needs. Advocates and developers can do a lot, but we can discover the best solutions for specific accessibility problems only through real-world trials with the people for whom the solutions are designed.

Cindy King is a professor at Gallaudet University in Washington, DC.

Doug Carnine

The public might think that the responsibility is obviously that of the software and print publishers. However, it is not that simple. Publishers attempt to respond to the needs of the market place. Thus, they will take responsibility for accessibility when the whats and hows are clear. Clarity about the whats and hows is critical, because publishers cannot make curriculum accessible if they do not know what accessibility means. Using research is also critical, otherwise students might not benefit.

In a sense, CEC's work group's task is to establish standards for accessibility of curriculum materials. As with other education areas, without standards it is difficult to know where you are going, let alone know if you are getting there.

Similarly, if the standards do not reflect research, you might have a hard time getting there, even though you know where you are going and you can measure your progress enroute.

Doug Carnine is the Director of the National Center to Improve the Tools of Educators at the University of Oregon. ■

Speaking Out reflects the opinions of individuals. Your comments are welcome!

Convention *from page 9*

- **Secondary School Curriculum and the Adolescent with Physical Disabilities**—Provides the reasons we need specialized curricula for students with physical disabilities and teaching strategies that meet students' transitional and life needs. (4/2, 1:15-2:15 pm)
- **Can 700 Studies Be Wrong? Research on Effective Special Education Practices**—Confused by conflicting research? This session shows which teaching practices work and which are not as successful. Includes studies of learning and behavior problems, medication, and direct instruction. (4/2, 2:30-3:30 pm)
- **Maintaining Course on Uncharted Waters**—Shows educators how to ensure students who are blind continue to receive services and quality education. Includes copyright protections, funding, teacher-training programs, quality Braille instruction, and more! (4/2, 1:15-2:15 pm)
- **Families and Early Interventions**—A first-hand look at parent perceptions of early childhood interventions, what parents need from educators, and how we can better communicate with families. Shows how to overcome miscommunications between professionals and families. (4/3, 11:00 am-12:00 noon)
- **To Each Her Own: Self-Discovery as the Path to Eminence**—Shows how self-discovery played a prominent role in the future accomplishments of eminent women. Participants will learn effective curricular activities for gifted adolescent women and receive a bibliography on gifted females, identity development, and eminence. (4/3, 9:45-10:45 am)
- **Training Teachers for Troubled Times**—A complete range of alternative techniques to deal with behavior problems. Attendees will leave with practical strategies that result in immediate positive behavioral change. (4/3, 9:45-10:45 am)

CEC's 1996 convention brings you these and hundreds of additional sessions on topics of interest in every special education field. And, you won't want to miss our assistive technology lab where you'll find the latest technological tools to help your students succeed.

Exhibitors' Showcase/Product Demonstrations

Sometimes it seems like educators are required to pull the resources they need out of a hat. But at CEC's Exhibitors' Showcase, you'll find that's not the case. Leading educational publishers will not only display their latest technologies and materials, they'll give you live demonstrations of their products. With these exciting new technologies and materials, you can easily conjure up new learning activities that are effective and fun. Our Exhibitors' Showcase participants include:

- **Environments and Concepts: Magic through Multiple Modalities** by Steck-Vaughn Publishing Company—Shows ways to link literature to science activities while meeting diverse learning styles. Attendees will actively explore oceans, rain forests, and deserts using all learning modalities: tactile/kinesthetic, auditory, and visual. (4/2, 1:30-3:00 pm)
- **Kids Love It! Learning Games for Skill Development in Multi-Age Classrooms** by Frog Publications—Promotes independent learning. These learning tools allow individual class members to engage in games and activities that develop/maintain reading/language arts, math, thinking, and social studies skills while you work with small groups or individual students. In addition to academic skills, the materials motivate, build confidence, encourage cooperation, and help reduce potential discipline difficulties with your students. (4/3, 10:00-11:30 am)
- **Life Skills Success for Special Needs Students** by Globe Fearon Educational Publisher—A practical program that helps you give students with disabilities the skills they need to deal effectively with others, solve problems, and take care of their daily living and work needs. (4/3, 1:00-4:40 pm)
- **Coaching Works...for Attention Deficits and Learning Disorders** by BridgeS and Associates—Showcases a proven nine-step method to help individuals with learning and attention challenges. Includes coaching, multisensory products, and KannDoo ideas. (4/4, 1:00-2:30 pm)
- **Golden Gate Records**—Presents insightful data showing how instrumental music increases productivity, enhances concentration, and helps reduce discipline problems in the classroom. (4/4, 10:00-11:30 am)

Magical Moments for Day and Night

CEC's convention magic is a 24-hour phenomena. Plan to join one of CEC's tours to the Kennedy Space Center, Magic Kingdom Park, Epcot Center, Sea World, the Disney-MGM Studios, or other sightseeing excursions. Or, come early or stay late to explore Orlando's wondrous sights on your own.

And, CEC's federations and divisions have planned a host of galas guaranteed to bewitch and bedazzle. The ever-popular Louisiana and Texas socials will again entice attendees to evenings of dancing, socializing, and fun; and the California and Florida Dreamin' Bash will transport you to the carefree days of beach parties, surf, and sun.

Don't miss the magic. Join us at CEC's 1996 convention in Orlando, FL, April 1-6. ■

Instructional Materials, *from*

What Are You Doing?

CEC wants to know what you are doing to make instructional materials more accessible to exceptional learners. We are interested in hearing from individual practitioners, projects, local education agencies, state education agencies, colleges, universities, researchers, developers, publishers, and anyone else who is working in this area. Advocating for universal design principles in the development of instructional materials is a new challenge for CEC—we can use your help in making it happen! (Send your comments to Lynda Voyles at CEC, e-mail lyndav@cec.sped.org.) ■

CALENDAR OF CEC *events*

march

March 14, 1996
Delaware Federation Conference, Wesley College, Dover, DE. Call: Reyna Mayfield, 302/366-1623.

March 15-16, 1996
Washington Federation Conference, Sheraton Hotel and Tacoma Convention Center, Tacoma, WA. Call: Ruth Peckarsky, 360/568-0681.

March 15-16, 1996
Ohio Federation Spring Leadership Conference. The Power of Leadership: Special Education's Response to Violence in the Schools. Stouffer Renaissance Dublin Hote, Dublin, OH. Call: Ralph Shibley, 614/245-7329.

March 17-18, 1996
Missouri Federation Conference, Education's Garden: "Reap the Harvest." Marriott's Tan-Tar-A, Osage Beach, MO. Call: Betty Carroll, 314/629-3571.

March 22-March 23, 1996
Texas Federation Conference, San Antonio, TX. Call: Susan Jezek, 713/686-6259.

april

April 1, 1996
TAG and Disney University Professional Development Programs, "Keys to Effective Learning Environments for Developing Gifts and Talents," Pleasure Island Complex, Orlando, FL. Call Emily Stewart, 410/838-7300, #291.

April 1-5, 1996
CEC Annual Convention, "Putting Magic into Learning," Orlando, FL. Contact: CEC, 1920 Association Drive, Reston, VA 22091, 800/486-5773.

April 20, 1996
Maryland Federation Conference, "Risky Business: Behavioral Intervention for At-Risk Students," Holiday Inn, Annapolis, MD. Call: Val Sharpe, 410/792-8492.

April 27, 1996
Utah Federation Conference, St. George, UT. Call: Jeff Rydalch, 801/268-8526.

june

June 6-7, 1996
CEC Symposium, "Achieving Curriculum Mastery: Creating Academic Success for All," Harvey Hotel Addison, Dallas, TX. Call CEC Headquarters, 800/224-6830.

June 20-22, 1996
Georgia Federation CEC Summer Conference, Unicoin Conference Center, Unicoin State Park, Helen, GA. Call: Gale Chance, 706/883-1535.

july

July 1996
CCBD Training Event, "The National Agenda for Students with Emotional/Behavioral Disorders: Making Collaboration Work." Call: Lyndal M. Bullock, 817-565-3583.

THE COUNCIL FOR EXCEPTIONAL CHILDREN
1920 Association Drive
Reston, VA 22091-1589

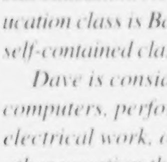
Mickey, here we come! CEC's Annual Convention, April 1-5, 1996.

CEC today
EXCLUSIVELY FOR MEMBERS OF THE COUNCIL FOR EXCEPTIONAL CHILDREN
VOL. 2 NO. 9
APRIL/MAY 1996

A Look at Special Education—from the Student's Perspective

As special educators, we often look to the experts to learn which teaching strategies, accommodations, and classes best meet our students' needs. CEC Today *thought you might like to hear from the students what works best for them and how special education has impacted their lives.* CEC Today *asked three students with learning disabilities, Kimberly Garvis, graduate student; Brice, high school senior; and Dave, seventh grader, to share their experiences and thoughts about special education. Following is their message about special education and what it means to them.*

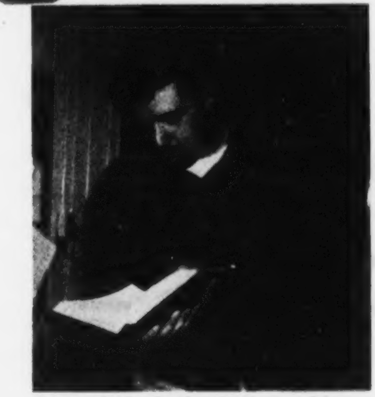
The View from Intermediate School



Dave, 13, is a seventh grader in Fairfax, VA. He was identified as having a learning disability and started receiving special education services in second grade. In most cases, Dave left the general education classroom for special education. Now, his only special education class is Basic Skills, which is a self-contained class.

Dave is considering working with computers, performing some type of electrical work, or pursuing some other vocation that involves working with his hands when he graduates. He enjoys football, skiing, fishing, and computers.

I started special education in the second grade. I would go to the special ed teacher's room and get help for 30 minutes to an hour, and they would help me with spelling tests and my reading ability. One of my LD teachers would read chapters and record them on tape so we could listen to it. That helped a lot. They also helped me learn how to cope with my disability, which is auditory memory.



Brice, a high school senior, is one of the students who shares his insights into special education with CEC Today.

Now that I'm in seventh grade, I take Basic Skills. My special ed teacher helps me with doing my homework so I don't have as much when I go home, and they help me understand it better. This helps relieve some of the stress about school.

I haven't had many problems with being in special ed. In elementary

Continues on page 5

IDEA Passes First Hurdle

In late March, the Senate Labor and Human Resources Committee unanimously approved a bill to reauthorize the Individuals with Disabilities Education Act (IDEA). The bill introduces new discipline procedures for students with disabilities, enabling schools to more easily remove students with disabilities from their current placement.

The bill allows schools to expel students who bring drugs or weapons to school if the behavior does not result from the child's disability. Further, students who are involved with weapons, drugs, or behavior resulting in "serious bodily injury" could be suspended for up to 10 days or placed in an alternative setting for up to 35 days while a permanent placement change is considered.

CEC believes that while a child with a disability should be placed in an interim alternative educational setting for no more than 45 days, that placement should be in the least restrictive placement possible. CEC also believes that no child should be permanently expelled from school.

Continues on page 13

inside

SCEC Looks to CEC for Mentoring, Professional Growth 6
CEC's New Executive Director 7
Convention Highlights 8
Too Smart to Be a Teacher? 14

Back By Popular Demand!

CEC's Member-Get-A-Member Campaign

FREE Convention Registration, FREE Membership, FREE Products, Great Discounts! With rewards like these, members insisted that CEC reinstate its membership recruitment campaign.

CEC launched its new member-get-a-member campaign at the annual convention in Orlando in April and expanded the campaign incentives, offering members a greater variety of products and services to choose from when they recruit colleagues to CEC. Resource materials are available for the "You Can Make A Difference: Team Up with CEC" membership campaign now!

CEC members were the keys to the success of our first member-get-a-member campaign. Through their efforts, more than 2,200 persons joined CEC. The success of the campaign also shows our members' commitment and proves that members are the number one recruitment tool for our organization!

Membership campaign information packets were sent to all unit leaders in mid-April. If you would like to receive your personal membership campaign packet, call 800/845-6232 and ask for your "Make a Difference" packet for recruiting members.

This year's campaign deadline is November 15, 1996, so make plans now to implement activities around the campaign.

Be a Special Education Recruiter!

CEC and The National Clearinghouse for Professions in Special Education (NCPSE) invite you to join our effort to bring more people into the field of special education.

Join the teachers who say that recruiting for special education is one of the most rewarding things they have done in their careers.

For more information, call NCPSE, 800/641-7824.

Happy Birthday ERIC!

This calendar year marks the 30th anniversary of ERIC, the Educational Resources Information Center, which is housed at CEC. ERIC is the nation's information network that connects virtually all educational information providers and educational information users.

In the past 30 years, ERIC has expanded nationwide to 16 clearinghouses, 9 adjunct clearinghouses, and three support components to meet the information needs of the education community and the public.

Since its inception in 1966, ERIC has been a continually evolving system, with changes made at every level, affecting both internal staff and external users. ERIC has been a vital system, alert to opportunities to improve and expand its techniques and services.The system has made improvements in all areas of activity. From creator of the first commercial online database in the 1960s, to an early adopter of CD-ROM technology in the 1980s, to innovative use of the Internet today, ERIC has evolved into a multifaceted service. Just a few of the many services ERIC offers are:

- The ERIC database includes summaries of nearly 900,000 of the best peer-reviewed documents and journal articles on education research and practice written since 1966. And, plans are currently underway to deliver documents in full-text electronic format.
- Via the Internet, ERIC offers the award-winning AskERIC question-answering service and Virtual Library, the National Parent Information Network, and more than a dozen subject-oriented Gopher/World Wide Web sites on the Internet. More than 30,000 people log onto ERIC Internet sites weekly to access educational resources, including full-text lesson plans and tests, thematic essays, and reference material.
- ERIC produces and disseminates 1,500 briefing papers with more than 150 titles added annually. These syntheses provide balanced coverage of all the important education topics, including educational management, assessment, professional development, technology, and reform.
- ERIC support components respond to more than 50,000 e-mail and telephone requests annually.
- The ERIC system offers a well-organized central repository for education information. Local and state agencies use ERIC rather than duplicating the costs involved in researching, identifying, and collecting material from multiple sources.
- ERIC maintains formal partnerships with more than 400 education organizations to aid in the development and distribution of education information.
- ERIC maintains no-cost-to-the-government corporate partnerships that provide print materials and document delivery as well as improved document acquisitions. These corporate partnerships include companies such as Computer Sciences Corporation, the Ford Foundation, the Educational Testing Service, and the American Bar Association.

What began as an effort in the early 1960s to organize, classify, and disseminate research information has matured into a public service intended to increase access to education research and practice and to improve learning, teaching, and community-based educational decision making. In March 1966, the first two contracts were awarded to establish ERIC Clearinghouses. The contract for Vocational and Technical Education went to Ohio State University, and the City University of New York won a contract to operate the Clearinghouse on Urban School Personnel.

By June 1, 1966, the Office of Education had selected 10 other clearinghouses to begin operation, including the ERIC Clearinghouse on Exceptional Children. That contract was awarded to The Council for Exceptional Children, with June B. Jordan as the first director of the clearinghouse.

Times have changed, but the hallmarks of the ERIC program—high quality, flexibility, coordination, and customer service—remain the same. ■

You Can Access CEC Online!

CEC is proud to announce that our Home Page on the Internet is up and running. CEC's World Wide Web will give you up-to-date information on CEC initiatives and activities, publications and products, and membership information. In addition, it will provide listservs, and e-mail capabilities to staff and governance. You'll also find news on topics of interest and concern to special educators, as well as updates on legislative actions.

Welcome to CEC's Home Page. Following is a summary of what you need to join us on the Internet.

What You Need to Get Onto the Internet

- A personal computer—PC or Macintosh.
- A modem, either built-in (internal) or external; the faster the better.
- Communications software—A program that connects your computer and the computer you are trying to reach via the modem.
- An Internet account with a network provider—This could be your university, a public library, your state board of education or school district (if you are a teacher), or a commercial service provider such as America Online, Prodigy, or CompuServe.

Getting to CEC's Web Site

What you'll need to access the Web (or the graphics-oriented portion of the Internet):

- An Internet account. (See above.)
- A Web browser—For example, Netscape or Mosaic, that will let you see full graphics on the World Wide Web.

Accessing CEC's Home Page

Point the Uniform Resource Locator (URL) to: **http://www.cec.sped.org**.

We look forward to hearing from you on the CEC Home Page! ■

CEC Offers Retirement Planning

With the countless career-related and personal responsibilities that we must fulfill daily, retirement may seem a world away. Yet, if unplanned for, retirement can be anything but enjoyable.

CEC now offers members access to *easy Retirement Plan*—a comprehensive package of retirement planning products and services offered by The Variable Annuity Life Insurance Company (VALIC).

The Benefits of *easy Retirement Plan*

- Highly trained Retirement Plan Specialists who provide personal, face-to-face retirement counseling, when and where it is most convenient for you.
- Informative retirement-investment education programs, materials, and seminars to help you make informed investment decisions.
- Access to sophisticated computer-based retirement planning software and services to make planning and decision-making fact-based and easy.
- Market-responsive products that meet customer needs, including a wide range of fixed and variable investment options managed by or subadvised by widely recognized investment experts.
- State-of-the-art administration of retirement plans and expert account assistance.
- A financially strong company with which to do business.

CEC members have access to all these services through VALIC's *easy Retirement Plan*. For more information about *easy Retirement Plan* and how it can help you meet your retirement objectives, call VALIC at 800/44-VALIC, and speak to a Retirement Plan Specialist.

For more complete information about VALIC and Portfolio Director, including charges and expenses, please request a prospectus by calling 800/44-VALIC, ext. 149.

Please read the prospectus carefully before investing or sending money. Portfolio Director is distributed by The Variable Annuity Marketing Company (VAMCO). ■

inside

APRIL/MAY 1996 VOL. 2 NO. 9

CEC Today is published by
The Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091-1589.
Telephone 703/620-3660, TTY 703/264-9446,
lyndav@cec.sped.org

CEC Today is not copyrighted. Members are encouraged to copy and disseminate information in this publication.

CEC President: Diane Johnson

Interim Executive Director: Nancy D. Safer

Editor: Lynda C. Voyles

Contributing Editors: Jacki Bootel, Department of Public Policy; Jean Boston, Publications and Professional Standards; Jane Burnette, Grants and Contracts; Brian Carroll, Professional Development; Grace Zamora Durán, Membership; Karen Vermaire Fox, Student CEC; Stephen Gregory, Marketing; Jeanne Glover, Membership; Shelia Mingo, Ethnic and Multicultural Concerns

A Look at Special Education—from the Student's Perspective *1*
IDEA Passes First Hurdle *1*
Happy Birthday ERIC *2*
You Can Access CEC Online *3*
CEC Offers Retirement Planning *3*
Advocacy in Action *4*
Student CEC Spotlight *6*
Convention Highlights *7*
CEC's New Executive Director *10*
Professional Advancement *11*
Division Focus *12*
Speaking Out *14*
A Teacher? You're Too Smart to Be a Teacher!
Calendar of Events *16*

Advocacy in Action

Advocacy Training Modules

To help members learn how to advocate more effectively, CEC is creating three training modules and accompanying Trainer's Guides. These modules will provide a multitude of ways to involve members in the governmental process and help promote their participation at all levels of government. Following is a description of the proposed modules. We welcome your comments on them!

Advocacy and You

This module will serve as a "marketing" piece that provides a general overview of what advocacy is, why it's important to our members, and anecdotes from members on their successful advocacy activities.

Basic Understanding of the Governmental Process

This module, the "backbone" of the entire training package, gives an overview of the various processes in each branch of government. For example, complex subjects such as the appropriations/budget process in Congress, how a bill becomes a law, the politics of court cases, etc. would be explained.

Because many of our grassroots advocates will be dealing with issues at the state and local levels, we would also include a discussion of the differences between various state legislatures and the U.S. Congress and how school boards are structured. Space would be provided for the trainer to include state/local information, such as committee lists, appropriate phone numbers, legislative session calendars, etc.

This module would incorporate a lot of fun activities such as quizzes and games to "bring home" the information, which tends to be quite dry and straightforward on its own.

Following an Issue Through the Process

This module would build upon the previous two modules, taking our members' new knowledge of advocacy and walking the participants through an issue from inception to resolution. The module would take a look at some examples of in-state issues, such as:

- The debate over the state special education funding formula.
- School bonds.
- State support for the Part H (Early Intervention) program.
- Inclusion and the placement continuum.
- Teacher training (collaboration between special/general education) and certification.
- School reform efforts.
- Discipline in the schools.
- The future of the state education agency and the special education department.
- Collaborating with vocational rehabilitation/special education state agencies to provide a seamless transition from high school to adult life.
- Appropriations.

The module would follow those issues chosen through the legislative/regulatory process, allowing the participant to plan his/her strategy. The participant would answer such questions as "What's my objective?" "Who else needs to work with me to accomplish this objective?" "Who's responsible for which task?" "Should I involve the media?" This module would further incorporate such skills as how to write a letter, negotiation, conflict resolution, coalition building, what to do at legislative hearings, etc.

Fun activities could be designed that would effectively incorporate these skills, and the "how to" steps can be easily referred to through an easy-to-read index.

We'd provide letters and testimony given by other CEC members and provide space for the trainer to include state and/or local information so members could personalize the module.

Trainer's Guides

These Guides, one for each training module, will include the training "how-to's":

- An overview of the modules, including their purpose or objectives (e.g., when participants finish this module, they should be able to effectively write a letter to Congress, call their representative's legislative assistant and discuss special education issues, and find out who they can collaborate with on a certain issue).
- How long each module will take.
- A list and description of the activities included in each module.
- A training session planning resource, including scheduling, the materials and supplies needed, and suggested sites for the session.
- Trainer's tips on what to do the day of the seminar and a walk-through of each of the modules. It provides examples of what to say while allowing for a trainer's individual presentation style. The Guide will also provide information on adult learning styles.

We welcome your input on the modules. Contact Jacki Bootel, CEC, 1920 Association Drive, Reston, VA 22091, or e-mail:"jackib@cec.sped.org". ■

Student and Professional CAN Coordinators...Working Together

This year, one of Student CEC's main goals is to become active in CEC's CAN Network. As a current Student CAN Coordinator, I understand the complexity of the issues.

Every state with an active student association should recruit a Student CAN Coordinator for the upcoming year. This would be a great opportunity for the Federation and Division CEC members to work with the students hand-in-hand (or fax-to-fax!). Students need to learn about the policies that affect the field they have chosen.

Many states and divisions still do not have Student CAN Coordinators on their slate of officers. I encourage them to do so. Because of the changing climate within the U.S. Congress and our state legislatures, this is a key position to fill. We need more and more CEC members to become involved in the political process, and Student CEC is eager to do so!

Kristy Perez,
1995-96 Student CEC
Chapter President

Students, *from page 1*

school, it was harder because I felt I was so different from everyone else because someone was always pulling me out of class for testing or something. Now, I like Basic Skills and it helps me, but I don't like that it takes up one of my electives. Next year I'd really like to take Teen Living, but I can't because of my special ed class. This is a problem that will increase when I get to high school. I will probably drop Basic Skills when I reach high school unless I have room in my schedule or if I take a course that will help me with my career and can use the extra help.

Special ed hasn't affected my making friends or participating in extracurricular activities. People don't make fun of me that much. Sometimes people ask funny questions about my disability and I answer them and then they don't mind. Some of my friends wonder why I'm in special ed and what my disability is because I get A's and B's in class. I haven't got a C on my report card since fourth grade.

It hasn't been other people so much that have made fun of me, it used to be me. I thought people thought bad of me. They didn't make fun, but I thought inside they were.

In special ed you get closer to the teacher, especially if you have a nice one. You get a good relationship. Because there's not so many kids, she can do more or give more one-on-one attention. That's a plus in special education.

Our special education teacher also intervenes in class and helps us understand our work. They even help in other ways. All the teachers get together first period. My LD teacher always tells us compliments the other teachers give us during the meeting. And, if a teacher tells our LD teacher about a problem we're having, she'll help us with whatever we're doing.

Without special ed, I probably would be making a little bit lower grades. Because of special ed, I have less homework and less stress in doing it in the amount of time I have. It's been positive for me.

The Outlook from High School

Brice, 18, is a senior in Fairfax, VA. He was identified as having a learning disability in third grade. Brice's only special education class is Basic Skills.

Brice plans to major in business management in college, and he enjoys scuba diving.

I started out in public school, but when I was identified as having a learning disability in third grade, my parents put me in a special LD school. There were five kids in my room. Being in private school was very good. All the kids in my class were like me, so I was never made fun of. Also, I received individual attention; and when I returned to public school, I only needed help in math. It's different for my sister, who also has a learning disability. She's in public school, and she's struggling. Her friends make fun of her. That never happened to me.

When I switched back to public school in seventh grade, it was a big adjustment for me. When I got there, they handed me a schedule and told me to go find my classes. I got lost, and I was often tardy. I didn't even know what a tardy was. But, the biggest problem was the bells. In private school it was very quiet. It would have been helpful if I'd toured my new school beforehand and had help with the transition.

Academically, moving to the public school was fine. I liked having more people in my classes, and all the teachers knew I was LD. After class they would help me with my work. I always sat in front, and the teachers would hand me the overheads so I could take notes.

In high school, my special ed classes and accommodations have continued to help me achieve academically. I get extended time to take tests, which helps a lot, as well as extra time if I have a lot of reading to do. Using a tape recorder in class helps me, especially in classes where the teacher rattles on and on. Having a quiet area available is also an option for me. When I was younger, the books on tape really helped.

For those subjects in which I need help, I prefer having LD classes to team-teaching. Personally, I hate team-teaching! It's the most distracting situation they ever put me in. You're sitting there in class and you need help. While the special ed teacher is helping you, you can miss out on an entire page of notes. There's no chance to follow the mainstream teacher or really to catch up. In an LD course, it's quiet, only 4-5 people, and you get one-on-one attention.

I also don't like group work very well. I learn better when teachers lecture and help us review the work. If a teacher does use group work, we need someone to pull the information together for us. Also, with group work, no one really works. The kids talk about what they did over the weekend.

I believe every required course in high school should be offered as a special ed class—not team-taught—an LD class. For example, my learning disability is in math, and I failed geometry. I would have stayed in geometry if it had been taught as an LD course, and then I would not be having problems meeting admissions requirements for college. Another reason to offer all required subjects as special ed classes is that some districts, like this one, are requiring 4 years of math. What happens if someone can't do the higher level maths? You're not raising anybody's self-esteem by failing them. Schools should keep the basic-level courses, and they should make sure there are as many math special ed courses as there are for English.

Socially, I didn't have any problems with being in special ed. Of course, I never admitted to being in an LD math class. I just lied and said I was in geometry.

Special education has been very supportive. Many of my special education teachers are not educators, they're my friends. When I go to college I will definitely get special ed help.

Special education means having my courses be as equal to the mainstream as possible. It's equal opportunity for kids with disabilities. There's no doubt that we have benefited from it.

Continues on page 15

SCEC Looks to CEC for Mentoring, Professional Growth

BY ALLAN BALITIAN

According to CEC's constitution, part of the nature and purpose of Student CEC is to promote programs designed to enhance the professional development of its members. Mentoring is a large part of that professional development, and Student CEC is using the mentoring model to address many important and on-going issues.

Students to Professionals: Facilitating the Transition

Graduating students represent a tremendous potential for membership growth, but for some reason they are not making the transition from student to professional member. Currently, membership statistics indicate that only 12% of student members become professional CEC members. The Student CEC Transition Ad Hoc Committee was formed to investigate and develop strategies that Student CEC could use to help students make this crucial transition.

One of the initiatives Student CEC is developing to encourage transition is a mentoring program that would partner a newly transitioned member, a protege, with a professional CEC member, a mentor. The mentor would work with the protege to facilitate his or her professional development. Hopefully, mentors and proteges would reside in the same location to assist with communication, but e-mail could be used to facilitate the relationship as well. Local chapters will be encouraged to assist with developing this program, since they will benefit from the membership of these newly transitioned members.

The project, which is still in the preliminary stages of development, should be up and running by January 1997. CEC and Student CEC are committed to the transition issue, and the cooperation and support the students have received from the parent organization in this endeavor have been tremendous. After all, to Student CEC, CEC is our mentor.

Building Leaders

Providing opportunities for leadership is a main area of focus for preprofessional development. Student CEC allows students to serve and grow as leaders—students hold leadership positions at the local, state, and national levels. But professionals must work with the student leaders in the states and provinces to mentor and develop their skills.

The reauthorization of IDEA will occur this fall, and our CAN Coordinators will be doing a tremendous amount of work to motivate our members to become politically active. But a federation CAN Coordinator cannot act alone. Every student association should elect a CAN Coordinator to work with their federation CAN Coordinator to motivate students and professionals to get involved. It is imperative that both association and federation CAN Coordinators attend the political action training in July.

Federation officers also should mentor the student officers who are running the state/provincial organization. Student and professional officers should work together to benefit CEC and Student CEC. Training should be provided to student officers just like it is provided to professional officers—federations are encouraged to bring their student presidents to the summer leadership training in Reston.

Students who are mentored by professionals learn more, meet with more success, and are more likely to become professional members because of the experiences they have had. Making this connection—mentoring student leaders—is crucial to our future.

Support for New and Reactivated Chapters

Planning, organizing, and running chapter activities and programs can be an overwhelming task for newly formed or recently reactivated Student CEC chapters. In many established Student CEC-chapters, there is a continuity between the current and past student officers as well as between the local chapter and parent organization. This continuity allows a student chapter to meet its local objectives and the organization's various administrative deadlines while sharing the mission and program goals of Student CEC and CEC. Student members of newly formed and recently reactivated chapters are eager to start but are often uncertain about the who's, what's, where's, when's and how's of CEC.

Student CEC established a mentoring program to address this issue. Members of the Student CEC Executive and Multicultural and Ethnic Concerns Committees are taking part in this project. Individual committee members are serving as mentors to new or recently reactivated student chapters.

Mentors contact their assigned chapters on the 15th of each month to discuss and address questions and concerns. Information about upcoming administrative deadlines (reporting officers), programs (advisor appreciation day), and events (the annual convention) is shared as well. Although local chapters regularly receive information from CEC Headquarters regarding administrative duties, programs, and events, the mentor addresses specific questions raised by student members regarding these activities. The mentoring program also gives the monthly chapter mailings a more personal dimension.

Mentoring can be found in all aspects of CEC. The neat thing about using this mentoring model now is that Student CEC members who have good mentoring experiences will turn around and mentor the students they teach in their classrooms. What a gift they will give. ■

Allan Balitian is the Canadian Student Liaison and represents all of Canadian Student CEC on the Student CEC Executive Committee. He is a member of the University of Toronto Chapter #1175.

CEC Appoints Nancy Safer Executive Director

Nancy D. Safer—leader, administrator, teacher, researcher, and advocate in the field of special education—has been named Executive Director of CEC. The announcement was made at CEC's Annual Convention in Orlando, Florida, on April 1, 1996, by CEC's Executive Committee.

As the chief executive officer of our professional association of 55,000, Dr. Safer provides leadership in the management and coordination of the organization. In this position, she will continue fostering CEC's progress to advance and improve educational opportunities for children and youth with special learning needs. She will also guide CEC's efforts to assist special educators and others in advancing their professional practice.

"CEC and the Executive Director's role have never been more important for exceptional children, their families, and the professionals that serve them," said Diane Johnson, CEC President. "Nancy Safer's energetic dedication, outstanding leadership skills, and breadth of experience make her uniquely qualified to assume the Executive Director position."

Building Bridges and Policies that Work

Despite increased challenges to education and current legislative resource constraints, Dr. Safer believes that through CEC's leadership, there are limitless possibilities for individuals with exceptionalities.

"CEC is a unique organization. Diverse individuals from a variety of specialty areas, and in a variety of roles, work together on behalf of individuals with exceptionalities. This unequaled professional experience results in positions and initiatives that are firmly grounded in the reality of the special education/education enterprise," Dr. Safer said. "The positions and practices we endorse are those that really can work—and that gives them great credibility in the field."

Dr. Safer also believes building collaborative partnerships with other members of the education, business, and parent community is critically important. She views CEC as the link between the disability community and the education community and, often, the link between partisan groups.

Experience and Leadership

For 25 years, Dr. Safer has worked tirelessly to bring positive change to individuals with exceptionalities. She received her Masters and Doctorate in Special Education from Temple University in Philadelphia, PA. Joining CEC two years ago as Deputy Director, her prior experience included that of teacher, researcher, research administrator, U. S. Department of Education, Office of Special Education, branch chief and division director.

In these various capacities, she developed national expertise in areas spanning all age ranges and crossing all disability levels and types. Additionally, she has expertise in a wide variety of roles including: research, development, model demonstration, outreach, technical assistance, training, technology, and policy development.

A Personal Dedication

Originally a prospective behavioral scientist, Dr. Safer entered special education at the urging of her mother, who worked as a volunteer with preschool children with exceptionalities. Dr. Safer finally took her mother's advice.

"She kept telling me I should go into special education," Dr. Safer said. "I listened to her, and she was right. I never looked back!"

Dr. Safer's energetic dediction to individuals with exceptionalities and CEC also has its roots in her personal experiences as a parent of two, one of whom is a student with special needs.

An Exciting Future

Dr. Safer is described as consistently demonstrating an in-depth knowledge of current practice, a vision for what is needed to advance the quality of services for children with exceptionalities and their families, and the skill to make that vision a reality. It is with great pride that CEC names Dr. Nancy D. Safer to the post of Executive Director. ■

CEC's 1996-97 Executive Committee

President, Gerald Hime
President Elect, Linda Marsal
First Vice President, Gerald Reynaud
Immediate Past President, Diane Johnson
Governor-at-Large, Sharon Ishii-Jordan
Governor-at-Large, Rosalie Dibert
Governor-at-Large, William Bogdan
Governor-at-Large, Hellen Bogie
Governor-at-Large, Bridgie Alexis Ford
Governor-at-Large, Margaret Carthum

Canadian CEC's 1996-97 Executive Committee

President, Candace Borger
President Elect, Wayne Nesbitt
Vice President, Tom Tupper
Past President, Cheryl Zinszer
Governor, Hellen Bogie

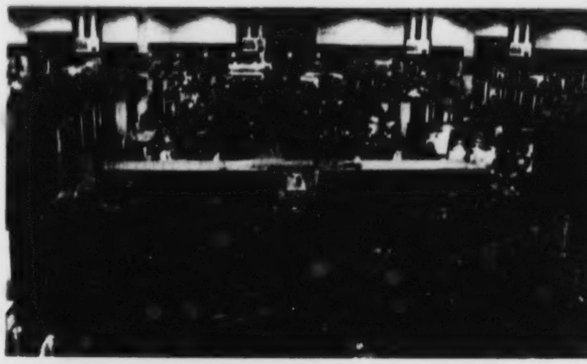
Student CEC's 1996-97 Executive Committee

President, Doreen Kim
Vice President of Committees, Sandie Benz
Vice President of Programs,
Vanessa Nielsen
Vice President of Communications,
Alison Ramp
Canadian Student Liaison, Lisa Modica

CEC's 1996 Convention...All the Magic of Learning—and More!

From informal gatherings before and between sessions to formal workshops and presentations, attendees pursued their goal to learn from each other how to better meet the needs of their students.

The more than 200 exhibitors offered a wealth of resources and ideas for special educators. Innovative technological products, interactive books and other teaching tools, and materials that help teachers bring subject content to life were just a few of the many products on display.



This year, areas of high interest included effective discipline and classroom management techniques, funding and governmental directions, new special education techniques, how to make inclusion and collaborative teaching work, and assessment. Emerging topics of interest include more effective ways to use technology for students with mild disabilities, involving families in education, multicultural education, and mediation.

The evenings found attendees dancing and dreaming at the California and Florida Dreamin' Bash, donning cowboy hats and learning the Texas Two-Step at the Texas social, and drumming to the Cajun beat at the Louisiana social. Some stopped by the Utah Federation party to revel in the antics of the "Saliva Sisters" and preview some of next year's fun, while others competed at Jeopardy at Student CEC's Spirit of Nations.

Katie Mesler, *10, joins her mother,* Judy Mesler, *at CEC's 1996 convention.*

ore!

Mike Farrell Stresses Hope and the Human Connection

Mike Farrell, actor, human rights activist, and CEC's keynote speaker, set a tone of caring and hope for CEC's 1996 annual convention. In an interview with CEC Today*, Farrell said,*

"I would like to know more about special education and how this work dovetails into other areas—and the reverse. I want special educators to know that they are part of a larger Human Rights movement, and we need to link them all."

Following are highlights of Farrell's powerful keynote address.

We Are All "Hibakusha"

We are all Hibakusha—we are all connected, one single human family, Farrell said.

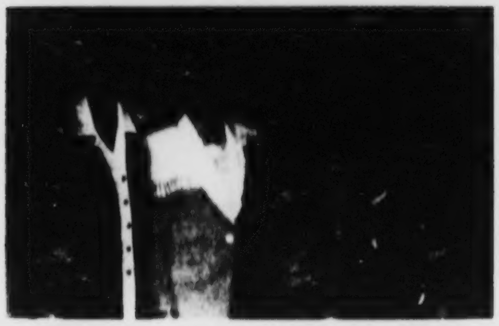
Too often that message is lost or forgotten as we allow policy makers or "others" to take up the cause of human rights. As a result, loss of those rights occurs. We can see it in our own society in economical and political abuses, in the violence, the proliferation of drugs, and the hate and prejudice of "militia" leaders. We can see it throughout the world in political imprisonment and torture of individuals, in genocidal wars, in human massacres.

But in the midst of these atrocities, individuals have retained their belief in human dignity and in the commonality of their humanity. From that, they derive a power that is indomitable, that allows them to stand in the face of almost unspeakable cruelty and what appears to be overwhelming opposition. As a result, they have brought about monumental changes in the lives of their countrymen and their countries.

However, all the goodness, the willingness, the decency that remains cannot survive on its own. For people to continue to stand for what is right and good requires a belief and a support system of like-minded people. And it requires that we know who we are, that there is value and dignity in who we are, and that we are connected.

We need caring individuals—teachers at the forefront—to speak the unspoken truth, to sing the histories of those who have suffered, to remember we are all Hibakusha—to find the courage to love and to make safe the way for hope.

Panel Focuses on School/Family Partnerships



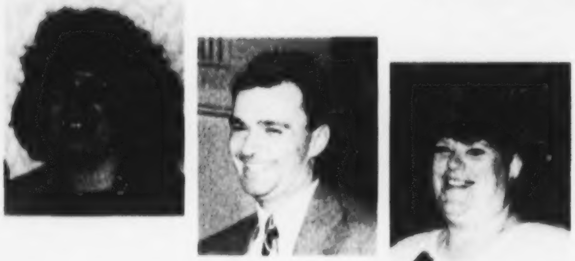
CEC Past President **Pamela Gillet**, *facilitator;* **Lynn Ziraldo**, *parent;* **Matty Rodriguez-Walling**, *teacher; and* **Bettye Weir**, *administrator presented a panel discussion on Building School/Family Partnerships at the Second General Session. Panelists presented ideas to build a well-rounded school/family partnership, prepare parent advocates, address the diverse backgrounds of students, and prevent violence in the schools. The panel concluded with their views on inclusion and strategies schools can employ to make inclusion work for all students.*

After a week of new ideas, new technologies, and new friends and colleagues, one can only conclude that CEC's 1996 convention had all the magic of learning—and more.

CEC 1996 Award Winners

"I was never a quitter, and none of these children are quitters, so you shouldn't be either." Clayton Stevens, *a 1996 "Yes I Can" award winner.*

CEC's 1996 award winners (left to right): Jerry Riordan, *accepting on behalf of Kroger 399 of Griffin, GA, Business, Agency and Community Award;* Donald P. Butzko, *CEC's 1996 Clarissa Hug Teacher of the Year;* Tanis Bryan, *CEC Research Award; and* Charles R. Greenwood *for the Juniper Gardens Children's Project, CEC Research Award.*



Student CEC's award winners (left to right): Colleen Shea Stump, Susan Phillips Gorin Award; Mark Kandel, Outstanding Graduate Student CEC Member of the Year Award; Katherine Good, Outstanding Undergraduate Student CEC Member of the Year Award.

CEC Passes Position Statement on Discipline

At the 1996 annual convention, CEC adopted a position statement on discipline supporting the school's duty to remove violent or destructive students to an alternative educational setting in which ongoing safety/behavioral and educational goals are addressed by fully qualified personnel.

This policy reinforces CEC's fundamental belief that every child or youth with a disability must receive a free, appropriate public education (FAPE). Any alternative setting must provide FAPE and a safe learning/working environment in an age- and culturally-appropriate manner. If the student has a disability, the student's individualized education program (IEP) committee should select his or her placement. If the alternate setting is contested, it will continue until resolution of due process.

The position statement also says that during the time the student is in an alternative setting, the IEP committee will meet to evaluate whether the student's current setting is appropriate for him or her. If necessary, the IEP committee will determine an appropriate temporary placement for a student and develop a new program for the student.

Other issues CEC ruled on include:

- **A Policy for the Use of Interpreters/Translators for Culturally and Linguistically Diverse Individuals Other than Students with Hearing Impairments** was adopted, specifying the need for appropriately trained interpreters/trainers in educational settings.
- **The Site Selection Policy** was amended to make clear that, generally speaking, CEC's annual convention should not be held in cities, states, or provinces that have enacted discriminatory laws, policies, or ordinances. When such ordinances are passed after contracts have been negotiated, the policy is clear as to the kinds of advocacy activities that CEC will conduct on behalf of affected individuals.

(For a copy of these policies, call 703/264-9498.)

- **The Student Definition** was changed to allow part-time students to qualify as Student CEC members if they are not engaged in full-time employment as certified professionals in the field of education.
- ***CEC Today*** was made an official publication, allowing notices, proposed amendments in the constitution and by-laws, and calls for nominations and awards to be published in the newsletter. ■

CEC's 1996-97 Professional Development Series—

Your gateway to new facts, new data, and new successes for you and your students!

This summer, CEC kicks off its 1996-97 Professional Development Series, bringing you up-to-date information on topics that affect you and your students every day. Learn innovative techniques to help your students learn, as well as methods to work effectively with your colleagues. Attendees may choose 2 full-day workshops for each event. Look for a workshop near you.

The Line-Up of Events

August 15-16, Minneapolis, MN

- **Keeping Disruptive Students in the Classroom** by Robert Rutherford and Sarup Mather.
- **Making Curriculum Modifications Work for All** by Elliot Lesson.
- **Transition: Student-Centered Planning** by Elliot Lesson.
- **Teachers and Paraeducators: A Strengthened Partnership** by Kent Gerlach.

October 25-26, Boston, MA

- **Interpersonal Skills for Effective Collaboration** by Stuart Gerber.
- **Technology for the Inclusive Classroom** by Skip Stahl.
- **Concept Attainment in a Cooperative Classroom** by Barrie Bennett.
- **Transition: Student-Centered Planning** by Elliot Lesson.

November 7-8, Nashville, TN

- **Transition: Linking Instruction to Community Outcomes** by Mabrey Whetstone.
- **Accommodations for an Inclusive Classroom**, presenter to be announced.
- **Creating Safe Schools Through Prevention**, presenter to be announced.
- **Successful Inclusion of Students with Emotional and Behavioral Disorders** by Kevin Callahan.

In May 1997, CEC will conclude its Professional Development Series with four workshops to be held in Canada.

CEC's Professional Development Series has received praise from educators and parents throughout the United States and Canada. Our renowned trainers and emphasis on new and pertinent information help educators make a difference in the lives of their students, and in many cases, in the future of their schools and districts.

For more information or to register for CEC's Professional Development Series, call 800/224-6830. ■

CEC/DDEL 1997 Multicultural Symposium

Enriching the Tapestry of Cultural and Linguistic Diversity

New Orleans, Louisiana

January 8-10, 1997

Registration Fees:	Preregistration	On-Site
	$199 Members	$255 Members
	$249 Nonmembers	$310 Nonmembers

To register or for more information call: **800/224-6830**

Transition Objectives Available on Disk

CEC has made incorporating transition objectives into IEPs a whole lot easier. The IEP Planner for Life Centered Career Education (LCCE), a disk of more than 400 goals from CEC's popular LCCE series, lets you add transition and life skills tasks to IEPs in minutes.

Each competency from the LCCE Curriculum is listed, along with 3-9 annual goals for each of the 97 competencies. You can edit any objective or add special goals as needed, and it's easy to update for annual reviews and progress reports. You can even import your district's curriculum. The package includes:

- Disks containing LCCE objectives and an IEP form for both Macintosh and DOS-based computers.
- A spiral bound book of codes for LCCE competencies and goals and the IEP form.
- A copy of *Life Centered Career Education: A Competency Based Approach*.
- A district license allowing use on any number of district-owned computers.
- A toll-free support phone number for one contact person for 1 year on the use of the planner.

Teachers will save hours of precious time using this IEP Planner. Cost $220

Call 800/232-7323 to place your order.

TAKE IT FOR *granted*

Outreach for Children with Severe Disabilities: To improve the inclusion of children with severe disabilities in neighborhood schools and local communities. Deadline: May 24, 1996. Eligibility: Public or nonprofit organizations and institutions, including higher education institutions and state and local education agencies. Contact: Robin Murphy, 202/205-9884.

Bechtel Foundation: The Bechtel Foundation funds elementary and secondary school projects that encourage students to stay in school and that further teachers' professional development. Deadline: none. Eligibility: School districts, higher education institutions, education associations, and other nonprofit organizations. Contact: LeeAnne Lang, 415/768-5974.

* CASE * CCBD * CEC-DR * CEC-PD * CEDS * DCCD * DCDT * DDEL *
* DEC * DISES * DLD * DPHD * DVH * MRDD * TAG * TAM * TED *

Division Focus

CASE

The Council of Administrators of Special Education

CASE hosted many exciting events at the CEC Convention in Orlando! CASE Fun Nighters reveled at a true medieval feast at King Henry's Court. The standing-room only CASE Showcase session featured Tom Hehir, Director of Special Education at the U.S. Office of Education in Washington, DC. The CASE Annual Meeting offered an opportunity to honor CASE colleagues. The Outstanding Administrator Award was presented to Beverly Crotts, and CASE's most prestigious award, the Harrie M. Selznick Award, was presented to Shirley McBride. Former CASE President Jack Lamb, was honored on the occasion of his retirement.

The CASE Exhibit was also one of the liveliest spots in the Exhibit Hall! CASE members met old friends and new CASE colleagues and took in the array of CASE products available to members.

Plans are underway for the CASE International Conference on Public Policy in Special Education, to be held at the Disney Yacht Club and Resort in Orlando, FL, November 21-23, 1996. Program details will be announced soon in the CASE newsletter.

The CASE Institute, also on the planning board, will be held in Clearwater Beach, FL, in February 1997. The 1997 Institute will focus on related services. A variety of issues of concern to administrators will also be addressed. Watch the CASE newsletter for more details.

DCDT

The Division on Career Development and Transition

Thank you to all who attended and made the Roaring 20 gala in Orlando a wonderful memory and tribute to DCDT's two decades of leadership. Also, thank you to those of you nominated people and programs for DCDT's annual awards. Congratulations to DCDT's 1995-96 award winners:

- Teacher of the Year, Mary Hunter.
- Marc Gold Individual Award, Cathy Ferrara-Costa.
- Marc Gold Program Award, Greer High School Transition Program.
- Employer of the Year, Wakefern Food Corporation.
- Oliver P. Kolstoe Award, Patience H. White.

Look for CEC and DCDT's newest publication, *Assess for Success*. Authored by national experts, this handbook on transition assessment methods is a must for every teacher who integrates transition into students' IEPs.

DCDT Network is looking for success stories of programs and practices that make a difference in the lives of children, youth, and young adults with disabilities. Please send these to Sherrilyn Fisher, DCDT Newsletter Editor at Teacher Center, 15020 Metcalf, Overland Park, KS 66223.

DDEL

The Division for Culturally and Linguistically Diverse Exceptional Learners

Plan now to attend the 1996 Multicultural Symposium, "Enriching the Tapestry of Cultural and Linguistic Diversity," in New Orleans, LA, January 8-10, 1997. To register or for more information, call 800/224-6830.

MRDD

The Division on Mental Retardation and Developmental Disabilities

Goals 2000: Education in a New Century, Fifth International Conference on Mental Retardation and Developmental Disabilities will be held in Austin, TX, on October 11-13, 1996. Some of the keynote speakers are: Marilyn Friend on Team Teaching/Collaborative Teaching; Donald Bailey on Early Childhood—Present and Future Trends; and Gary Blumenthal, Chair of the President's Commission on Mental Retardation. Proposal deadline is May 1, 1996. For more information, contact Linda Easton, 1431 Hidden Creek S. Dr., Saline, MI 48176, or Tom Bartels, Fax: 708/548-2508.

MRDD will release a new publication soon. *Effective and Promising Practices in Developmental Disabilities*, edited by Alan Hilton and Ravic Ringlaben will be published by PRO-ED, Inc. Also, MRDD would like to welcome Larry Sargent, appointed to the position of MRDD publications chair. MRDD extends a special thank you to Dianne Berkell for her years of service on the MRDD board.

A Conference Issues Committee, chaired by Sharon Cramer, was formed to explore ways to increase proposal submissions for CEC annual conventions and develop working plans for future MRDD showcase sessions and MRDD topical conferences. For more information, please contact Sharon Cramer, Conference Issues Committee Chair, at 716/878-4334 (O); 716/878-5410 (Fax); or IN96'CRAMERSF@SNYBUFAA.CS.SNYBUF.EDU' (e-mail).

TED

The Teacher Education Division

TED's "The Forum," established as an integral part of its division conference approximately 5 years ago, addresses the most burning issues of our profession in the context of personnel preparation. TED is publishing a book that grew from "The Forum," *Teacher Education in Transition: Collaborative Programs to Prepare General and Special Educators*. The publisher, Love Publishing Company, plans to introduce the book at TED's 1996 annual conference in Washington, DC. *Teacher Education in Transition* is being written under the guidance of Linda Blanton, Marleen Pugasch, and Larry Johnson. Researchers in the field who have been involved in "The Forum" are major contributors. Watch for the book's release this fall.

The TED Merrill Award Winner, Stephen Lilly, was recognized at the TED Merrill Reception. Lilly has affected many lives in special education and made numerous major contributions to our profession. Lilly has challenged many of us to higher level thinking and service.

The TED fall conference will be held in Washington, DC, November 6-9, 1996. Program proposals are available for those who would like to be a part of this exciting program. Fax your request for a program proposal to Kathlene Shank, 217/581-7004. You will receive the TED 1996 Conference Program Proposal form in the mail.

TED has much to offer! When you renew your CEC membership, add TED to your division memberships. You'll benefit in many ways.

IDEA, *from page 1*

Other significant changes in the Senate bill concern over- and underrepresentation of students from diverse cultures, mediation, Individualized Education Programs (IEPs), and payment of noneducational services to children with disabilities.

Though the bill is out of committee, a major battle could ensue when it hits the Senate floor. Several Senators have promised to introduce controversial amendments to the bill, which could weaken the legislation and/or delay its final passage. CEC is working with Senate leaders to stave off contentious debate and ensure bipartisan and noncontroversial passage of IDEA in the Senate, according to Joseph Ballard, CEC's Director of Public Policy.

"All CEC members and other special education advocates need to be aware that IDEA still needs our support," said Nancy Safer, CEC's Interim Executive Director. "As we grow closer to the final version of the bill, we must ensure our Congressional representatives know which policies are effective and will work to the benefit of students with special needs and the special education field."

Discipline

The discipline procedures outlined in the bill would give schools more flexibility when dealing with children with disabilities. A summary of the bill's discipline procedures are:

- A school can suspend a child with a disability for longer than 10 school days if he or she has violated the rules of the school and the IEP team determines that the child's behavior was not a manifestation of the disability. However, the child will continue to receive services.
- A school can expel and cease educational services for a child with a disability if he or she is involved with dangerous weapons or drugs, the behavior is not a manifestation of the child's disability, and the school would punish a nondisabled child in the same way.
- If parents contest the expulsion, the child would continue to receive services during the appeal process.
- A school can place a child who has a dangerous weapon, is involved with drugs, engages in dangerous behavior, or is seriously disruptive in an interim alternative educational setting (IAES), regardless of whether the behavior is a manifestation of the disability. The decision should be made within 10 days of the principal's learning of the behavior.
- A school can place a child with a disability who engages in ongoing serious disruptive behavior in an IAES if the behavior significantly impairs the education of the child, the education of other children, or the ability of the child's teacher to teach. To determine that the child is engaging in disruptive behavior, a cumulative record over an extended period of time and documented evidence of efforts to address the behavior must exist.
- If a child is placed in an IAES, the IEP team should review the placement and secure the appropriate placement for the child within 35 days.
- If parents contest moving a child into an alternative placement, the child will stay in the new placement until the matter is resolved.

Senate Changes to IDEA

Other changes the Senate bill included in its IDEA reauthorization legislation are:

- State education agencies (SEAs) will be required to examine data to determine if a significant racial disproportionality occurs when children of diverse cultural backgrounds are identified as having disabilities. If disproportionate numbers of children of diverse cultural backgrounds are being identified and placed in special education, the SEA must review its policies, procedures, and practices and, if appropriate, revise them.
- Schools must obtain parental consent for an initial evaluation to determine if a child qualifies as a child with a disability.
- Reevaluation of children with disabilities will be required whenever professionals or parents request one and at natural transition points for the child—from preschool to elementary grades, elementary to middle or junior high school, middle or junior high to high school, and high school to postschool activities. If the elementary to junior high school transition point will not occur for 5 years or more, the child will be evaluated at least once every 3 years. In addition, parents can request evaluations, and their request must be honored by the school.
- The IEP team will include at least one special education provider who is knowledgeable about the child's disability, such as the special education teacher, *and* a general education teacher

Continues on page 15

EXTRA *credit*

A Student's Guide to the IEP—The National Information Center for Children and Youth with Disabilities has produced a guide for helping students become involved in developing their IEP. It includes a booklet and tape with tips for teachers and students. For more information, call NICHCY, 800/695-0285.

Paralympic Banners—The Paralympic Games, to be held August 15-25, 1996, invites classes to make welcome banners for the Paralympic athletes. A curriculum is available that includes aids to address disability awareness, the Paralympic Games, and information on Paralympic athletes and how students can become involved in the Paralympic Games. Banners will be accepted through July 1996. For more information, call Linda Wayne, 404/588-1996.

Pen Pals for Students with Disabilities—Children's Hopes and Dreams Foundation links students with chronic or life threatening illness or disability, 5-17 years of age. Children are matched by age, gender, and illness/disability category. For more information about this free program, call Mariann Oswald, 201/361-7366.

MAKING LEMONADE, INC.—MAKING LEMONADE, INC. provides safe, comfortable housing in private homes, at absolutely no charge, for families who travel to New York City seeking medical care for their children. The organization also offers transportation, at no cost, for families between the hospital and their local lodging. For more information, call 718/940-4444.

A Teacher? You're Too Smart to Be a Teacher!

BY JAMES R. DELISLE

When I was 5 years old and in first grade (I'd skipped kindergarten), Sister Patricia asked me to help teach my 36 classmates their consonants. Later, when learning to tell time, Sister asked me again to help. I could count to 60 by ones and fives, a useful skill in that earlier era when clocks had hands, not digital readouts.

When first grade was over, I announced that I wanted to become a teacher— a special education teacher. Although I didn't know a lot about "handicapped kids" (the politically correct jargon of that era), I knew I wanted to work with children who needed something more than the standard school options. I still wanted to be a special education teacher in the second grade, and the fourth grade, and especially the eighth grade (when Mr. Sheppard, my first *guy* teacher, was my hero). It was at my eighth grade graduation party that Uncle Ray offered some unsolicited advice.

"Jim," he said, "you don't really want to be a teacher. There's no money in it. Besides," he added, "*boys* aren't teachers, *girls* are."

"But Uncle Ray, I had a man teacher this year!"

He just sighed, and laying his hand on my shoulder, added his final comment. "Jim, you're *too smart* to be a teacher."

Ignoring Uncle Ray's advice, I became one anyway, a special education teacher working with children with learning and behavioral problems. Even today I am still what Uncle Ray admonished me not to become—a teacher. In my roles as both a professor of special education (now working with gifted students) and a middle school teacher, I attempt to do what Sister Patricia told me I had a natural knack for—teaching other people.

We're Still Repeating the Same Old Lines

Still today, though, it bothers me that so many people, including educators, insist on giving kids and young adults the same advice I received from Uncle Ray—become anything you want so long as it's not a teacher.

Why is it that so many individuals discourage able youth from entering the education profession? Is it the low pay? Doubtful. Salaries are decent and growing. The low status of educators? Also doubtful. Surveys document the perception that teachers are respected by most citizens.

Maybe it's something more subtle, like the belief that our most promising youth should choose careers that are "harder" or "more fulfilling," like medicine or law or accounting.

I'll admit to not knowing the root of these discouraging comments, but I do know they are as frequent today as during Uncle Ray's heyday. Even the education profession is guilty of emitting signals diminishing the importance of the teaching profession. For instance, how often have you heard educators say, "I'm just a teacher."? I must admit, I've never heard a school executive say, "I'm just a superintendent!" Ironically, it seems that the longer teachers spend in classrooms, the more suspect they are of being mediocre. After all, it is often said, "If they were really good, wouldn't they have moved on to something else?" How sad, the farther away one moves from children, the more esteemed one's position in education seems to become.

Too Smart *Not* to Be a Teacher!

I know the difficulties involved in teaching because I do it each week. And, I know how hard it is to teach when competing against Nintendo, MTV, and the virtual realities of everyday life in the 1990s. Still, even though today's kids may appear more sophisticated and complex than their 1940 counterparts, a deeper examination reveals the obvious—today's students need caring and intelligent adults to teach them as much as they ever have.

I'm sure some readers will call me naive, believing that my new bifocals are fitted with rose-colored lenses. They'll tell me Uncle Ray was right—a *real* professional looks for a higher-status job than teaching children. But by discouraging "wannabe" teachers like me from pursuing their dreams or recommending the teaching profession as a stepping stone to more lucrative and important positions, we send an unintended message—educating children is a low-profile job in a high-profile world.

To young people who want to teach, I say, "Good choice!" My statement to them is not, "You're too smart to be a teacher," but rather, "You're too smart *not* to be one." That single sentence, if made by every person who believes it, could be the greatest innovation ever in our move to reform education. ■

James R. Delisle, a professor of education at Kent State University and an enrichment teacher at Orchard Middle School in Solon, Ohio, is a member of CEC Chapter #151.

Achieving Curriculum Mastery—
Creating Academic Success for All

Find out how to customize general and special education curriculum to meet your students' learning styles. You'll learn new instructional design principles that help students learn more efficiently in reading, writing, math, science, and social studies.

Where Harvey Hotel
Dallas, TX
When June 6-7, 1996

Tuition Members..........$199
Nonmembers.....$249
Students...........$150

Call to register today! 800/224-6830

Students *from page 5*

College and Beyond

Kimberly Garvis, 23, is earning her master's degree in special education at Illinois State University. She is Student CEC's current Vice President of Communications. Her learning disability was diagnosed in second grade.

I grew up with a learning disability. In second grade, I was failing spelling and the schools refused to test me. My parents took me to a private psychologist for testing, and upon diagnosis, put me in a private school from fourth to seventh grade.

At that time, private school was the best thing that could have been done for me. My confidence and self-esteem were so low, and the teachers at the private school completely built it up for me. Without the work of those teachers, I would not have had the confidence to go to college and get my master's.

I think it's important to look at the difference in public and private school. In private school, I got more individual help and all the students' disabilities were of one type. Also, the teachers knew how to focus exactly on my disability. I think that was a positive.

Now it's different... public schools have so much more to offer. In public school self-contained or resource classes, students can also receive individual help. Some students need that. Inclusion can work for some kids, and sometimes it doesn't work for others. It all depends on the child and the subject.

When I returned to public school in eighth grade, my parents opted for resource services so that I would be with my peers. I also had resource services in high school. I did fine academically, but the transition to public school was difficult. In fact, every transition to a new school has been hard for me. Initially I had a hard time dealing with the work load, making new friends, going to a new school, and having a locker. Each step of my education—junior high to high school to college—demanded more independence, which was also difficult.

Now I'm in my first semester as a grad student, and I'm finding this semester really hard. Again, the work is harder, there's more of it, the professors expect more of you, and I moved to a different state. It's a change, and I have to give myself time to adjust.

It would have helped me if in high school the special ed teachers taught me about my disability so I would have had a better understanding of it. Our IEP files were always open, and I would read mine; but I didn't understand some of the things that were in it. Also, I would have benefited if my teachers had taught me how to approach my professors to tell them about my disability.

I continued to receive special education services in college—extra time on tests, note-taking services, and pre-registration. In grad school, the only special ed service I still use is the extra testing time. Sometimes I try and say I don't need the help, but I realize I do need it—just that little support.

One thing that I think is due partly to my disability is that I am very shy. Recently, when I approached one of my professors about my disability, he mentioned that I was not very outgoing. That kind of gets you sometimes. I am aware that shyness is a part of me. That's why I go out and don't stay at home in my shell, why I went to Rhode Island to college and Illinois State for grad school. It is also a reason why I ran for Vice President of Communications of SCEC and am now running for president. I push myself to overcome some of these things.

Special education has given me guidance personally, educationally, and professionally. It has facilitated my learning, and it enabled me to be successful and achieve. It has given me the chance to be the person I am, a person with the ability to go on and get my degree. I also learned about myself. I learned how to deal with my disability and to understand the way I think and the way I go about things. My experience in special education directly influenced the career I am pursuing. I needed to work at something I could relate to. If I hadn't received the help I did, I think I would be lost. ■

IDEA, *from page 13*

if the child may participate in the general education environment. The general education teacher should know the child and be familiar with her/his curriculum.

- The IEP will include a statement defining how the child's progress toward achieving the annual objectives will be measured, such as through benchmarks.
- Mediation is added as an option for parents and schools to resolve disputes.
- Reimbursement to parents for private schooling for their child may be reduced or denied if they do not give the school a written statement saying they reject the school's placement 10 school days before removing the child. Reimbursement may also be reduced or denied if a jury finds the parents' actions unreasonable.
- The school is responsible for paying for related services only if payment by other public agencies or the parents' voluntary filing of insurance claims fails.

Areas of Possible Controversy

During Senate committee debate, Senators proposed new amendments to IDEA, some of which may be brought up when the entire Senate considers the bill. The issues are:

- Senator Ashcroft (R-MO) will offer his own discipline amendment.
- Senator Kassebaum (R-KS) proposed limiting districts' liability for the cost of related services to the amount of their IDEA grants. She also would have required the state to use the 25% of the IDEA funds state agencies can use for state programs to pay for related services. The amendment failed in committee.
- Senator Gregg (R-NH) proposed prohibiting new education programs or existing programs that have never been funded to receive moneys until IDEA is fully funded. He will pursue his amendment on the Senate floor.
- Senator Gorton (R-WA) will offer two amendments to the Senate: (1) to prohibit attorneys' fee reimbursement except when the SEA or LEA is found to have acted in bad faith, and (2) to prohibit punitive damages from being awarded.

The bill is expected to be considered on the Senate floor sometime after the Easter recess. ■

CALENDAR OF CEC *events*

june

June 6-7, 1996

CEC Symposium, "Achieving Curriculum Mastery: Creating Academic Success for All," Harvey Hotel Addison, Dallas, TX. Contact CEC Headquarters, 800/224-6830.

June 20-22, 1996

Georgia Federation CEC Summer Conference, Unicoi Conference Center, Unicoi State Park, Helen, GA. Contact: Gale Chance, 706/883-1535.

july

July 1996

CCBD Training Event, "The National Agenda for Students with Emotional/Behavioral Disorders: Making Collaboration Work." Call: Lyndal M. Bullock, 817-565-3583.

october

October 11-13, 1996

MRDD Conference, Fifth International Conference on Mental Retardation and Developmental Disabilities, "Goals 2000: Education in a New Century," Austin Marriott at the Capitol, Austin, TX. Contact: Linda Easton, 313/944-9500.

October 17-19, 1996

Florida Federation CEC Annual Conference. Hyatt Sarasota. Contact: Matty Rodriguez-Walling, 305/274-3501, ext. 65, or 305/386-2171.

October 19, 1996

Maryland Federation State Fall Convention. "Inclusion Revisited: A Potpourri of Successes," The Best Western Maryland Inn. Contact: Val Sharpe 410/792-8492.

november

November 7-8, 1996

Pennsylvania Federation 37th Annual Convention, "Putting the Magic of Learning to Work," Hershey-Harrisburg Holiday Inn in Grantville. Contact: Kimberly Bright, 717/564-4632.

November 6-9, 1996

19th Annual TED Conference, "Capitol Speculations," Hyatt Regency on Capitol Hill, Washington, DC. Contact: Mark Goor, 703/993-3140.

November 7-9, 1996

40th Annual Ontario Provincial Conference, Sheraton Parkway Toronto, North Hotel, Richmond Hill, ON. Contact: Barbara Rowe, 416/223-6164.

November 21-23, 1996

CASE International Conference on Public Policy in Special Education, Disney Yacht and Beach Club Resorts, Orlando, FL. Contact: Jo Thomason, CASE, 505-243-7622.

THE COUNCIL FOR EXCEPTIONAL CHILDREN
1920 Association Drive
Reston, VA 22091-1589

Non-Profit
Organization
U.S. POSTAGE
PAID
Herndon, Va.
Permit No. 1575

Celebrate CEC's 75th Anniversary, Salt Lake City, UT, April 9-13, 1997.

CEC today

EXCLUSIVELY FOR MEMBERS OF THE COUNCIL FOR EXCEPTIONAL CHILDREN

VOL. 2 NO. 10
JUNE 1996

Block Scheduling Gaining Steam

For years, students and teachers have been forced to march to the traditional school schedule—45-50-minute periods for middle and senior high school subjects, 20-30 minutes for elementary school subjects. But block scheduling—extending the traditional class period or time allotted to a particular subject to 90-100 minutes in the middle and high school grades and 40-50 minutes in the elementary grades—is changing that. Generally, special educators, as well as general educators, praise the new schedule, as do general and special education students. And, block scheduling shows no signs of going away. Currently, approximately 2,000 schools across the nation are using block scheduling, and many more are seriously considering adopting it.

"I don't see any reason to think block scheduling is slowing down because it addresses several problems schools are facing," said Lynn Canady, an education professor at the University of Virginia and a consultant who has helped several schools across the nation adopt block scheduling. "It reduces stress and helps students be able to focus more on instructional programs. In all the evidence I have, 80% of the teachers are very positive toward block scheduling and an even larger number of students are. There's enough support that we can build on it."

Schools first began looking at block scheduling approximately six years ago as a means to better meet the needs of students. In addition to flexible scheduling options, extended class periods would also give educators an opportunity to move away from lecturing and present more student-centered activities. To help educators change their teaching method, many schools held inservices on different teaching and learning styles. In most cases, block scheduling seems to work.

A Parallel Block Elementary School Schedule

Teachers	50 mins	50 mins	50 mins	50 mins
Teacher A	Language Arts & Social Studies (Reading-Writing Groups 1 & 2)		Reading-Writing Group 1	Reading-Writing Group 2
Teacher B	Language Arts & Social Studies (Reading-Writing Groups 3 & 4)		Reading-Writing Group 3	Reading-Writing Group 4
Teacher C	Reading-Writing Group 5	Reading-Writing Group 6	Language Arts & Social Studies (Reading-Writing Groups 5 & 6)	
Teacher D	Reading-Writing Group 7	Reading-Writing Group 8	Language Arts & Social Studies (Reading-Writing Groups 7 & 8)	
Extension Center	Reading-Writing Groups 6 & 8	Reading-Writing Groups 5 & 7	Reading-Writing Groups 2 & 4	Reading-Writing Groups 1 & 3

grade levels

Special educators at all school levels have found that block scheduling has been a positive change for students with disabilities. At the secondary level, they often are able to better fit

Continues on page 5

The Courts' Impact on Special Education

While most eyes have been glued on Congress as it wrangles with the Individuals with Disabilities Education Act (IDEA), special education law is also being formed in a second venue—in the courts. Following is a brief summary of upcoming court cases and those that most affected special education in 1995.

Discipline

The case of *J.B. v. Indep. Sch. Dist.*, 21 IDELR 1157 (D. Minn. 1995) may determine whether a school can expel a student who has not been tested for a disability if the parents request an evaluation after a child has committed an offense.

In *J.B. v. Indep. Sch. Dist.*, a 12-year-old never evaluated for special education services committed what the school considered to be an expellable offense. The parent requested an IDEA hearing on the issue of eligibility and

Continues on page 13

inside

Tips for Serving the "Twice Exceptional" Student 6

Progress Checks—The Key to Successful Transitioning 10

Talking to Strangers—A Skill We Need to Teach 14

What CEC Products Are Special Educators Using?

There is nothing like a colleague's recommendation when it comes to selecting good resources. We thought you might like to know what fellow professionals have ordered during this past year. Listed below are 12 low-cost products with the highest volume sales.

Survival Guide for the First-Year Special Education Teacher, Revised (1994) by Mary Kemper-Cohen, Maureen Gale, and Joyce M. Meyer. This hands-on resource has been CEC's top seller since it was first published in 1990. More than 25,000 copies in circulation. (Member Price $8.40)

What Every Special Educator Must Know: The International Standards for the Preparation and Certification of Special Education Teachers, (1995). There is no question that the field is eager to have these professional standards. More than 2,200 copies sold since October 1995. (Member Price $10)

Tough to Reach, Tough to Teach (1993) by Sylvia Rockwell. Helps teachers defuse hostile, disruptive encounters with "face-saving" solutions. (Member price $15.40)

Resourcing: Handbook for Special Education Teachers (1992), by Mary Yeomans Jackson. Full of helpful suggestions on how to take a leadership role in school-based teams. (Member price $8.40)

Life Centered Career Education: A Competency-Based Approach (1993) by Donn E. Brolin. This is the cornerstone of CEC's functional skills curriculum. This resource has been on CEC's top seller list for 15 years. (Member price $19.60)

Integrating Transition Planning into the IEP Process (1992) by Lynda L. West, Stephanie Corbey, Arden Boyer-Stephens, Bonnie Jones, Robert J. Miller, and Mickey Sarkees-Wircenski. This product captures the best thinking on how to help students transition smoothly from school to adult roles. (Member price $11)

Continues on page 6

Meet Tanis Bryan, A CEC 1996 Research Award Winner

Tanis Bryan is one of CEC's 1996 Research Award Winners. Bryan is best known for her groundbreaking work on the social status and social behavior of students with learning disabilities. Her initial work in the 1970s demonstrated that students with learning disabilities frequently experience significant social problems. Concurrent with her research, she has developed and tested intervention strategies and conducted numerous personnel preparation programs regarding her findings.

"Tanis' work has directly led to an improvement in the education of children with learning disabilities. In fact...the lives of many children with learning disabilities have been made significantly better, outside the classroom as well as in, as a result of Tanis' work," said a colleague.

In addition to the above, Bryan has conducted research on and provided intervention methods for the educational needs of children with behavioral disorders; teacher decision-making, school, and parental effects on academic achievement of at-risk learners; social factors of self-concept; and communicative competence. She has also done research on urban issues such as AIDS prevention and students' vulnerability to crime, as well as science education, secondary special education, homework skills, and special education for culturally and linguistically diverse students with disabilities.

Recently, Bryan has focused on integrating curricular activities designed to teach social skills into science and social studies instruction.

Bryan says it is vital that researchers work with classroom teachers to make research more meaningful.

"It's not just an issue of putting research into practice," she explained. "It's more of an issue of putting practice into research. You'll have more success coming from where the teacher's standing. I hope I'm helping to do that."

Bryan's strong commitment to improving the education of students with exceptionalities is also shown through her frequent collaboration with teachers and her personal attention to students in the classroom. For example, she and her husband, James Bryan, implemented a social skills research project at a school for students with severe emotional/behavioral disabilities.

"They were able to motivate our students into wanting to participate and learn...Staff learned a tremendous amount about their teaching methods and attitudes toward the students," stated the school's principal.

Bryan continues to serve special education. She is an adjunct professor of education at Arizona State University in Tempe, and she collaborates with other researchers at the University of Illinois at Chicago where she was Director of the Chicago Center for the Study of Learning Disabilities in the 1980s and an assistant to full professor of education from 1970 to 1993. Also, the U.S. Department of Education's Office of Special Education Programs recently awarded her a personnel training grant to extend her research into classrooms across the country.

Bryan said the CEC research award was very gratifying, both personally and symbolically.

"The award was like winning an Oscar," Bryan said. "It really captures the feelings it generates for recognition and hope. It reflects a consensus of the role of research in special education and advancing the status of people with disabilities....I've had a great career. I would urge others to have the same kind of fun and feel like you've done something positive for others."

CEC extends its congratulations to Tanis Bryan and all its award winners. Look for profiles of other honorees in upcoming issues of CEC Today. ■

CEC Governmental Actions Passed at Convention

At the 1996 annual convention, CEC's governmental bodies approved numerous important resolutions. Those reported in the April/May *CEC Today* included a position statement on discipline, a policy for the use of interpreters/translators for culturally and linguistically diverse individuals other than students with hearing impairments, an amendment to the site selection policy, and a change to the student definition. Also, *CEC Today* was made an official publication.

In addition to the above, the Delegate Assembly and the Board of Governors addressed the following resolutions/motions at the convention:

The Delegate Assembly

- Approved the Resolution of Special Educators with Disabilities, which supports the recruitment, training, and employment of individuals with disabilities. The resolution further says that CEC will present that message at all organizational levels, discuss this issue more widely with other organizations and the general public, build a coalition of organizations to improve opportunities for individuals with disabilities, and use CEC to bring about changes that will provide such opportunities.
- Approved a resolution recognizing units for proactive positions and advocacy for culturally and linguistically diverse exceptional learners and the professionals who serve them.
- Approved a special action resolution responding to Institutions of Higher Education to *Hopwood vs. Texas* Affirmative Action Decision. The resolution says that CEC supports policies that increase opportunities for culturally and linguistically diverse (CLD) persons to access professional training provided by institutions for higher education. The resolution further says that CEC opposes the potential effect of the 5th Circuit Court of Appeals ruling, which could limit the number of CLD professionals in education.
- Approved courtesy resolutions honoring Bill Heller and Fred Spooner, Bettye Weir, Jack R. Lamb, Diane Johnson, June Robinson, Mamie Jo Jones, Patricia O'Connell Ross, Raymond Elliott, William C. Morse and William Rhodes, Rutherford Turnbull, and Senator Mark O. Hatfield (OR). The Professional Standards and Practice Standing Committee and the 1996 Annual Convention and Local Arrangements Committee were also honored.
- Approved policy manual changes expanding dissemination options for nominations for CEC individual awards and clarifying standing committee responsibilities regarding CEC individual awards.

Executive Committee

- Selected New York, NY, as the site for CEC's 2002 convention.

Board of Governors

- Approved CEC's 1997-2000 Strategic Plan.
- Approved a $5.00 dues increase to offset the cost of improved member services, including CEC's new Home Page on the Internet, two additional issues of *TEC* annually, a mentorship program for Student CEC members, and the implementation of new initiatives outlined in the 1997-2000 Strategic Plan.

Members who serve on the Delegate Assembly or Board of Governors are invaluable to CEC. They help guide CEC's direction for special education policy; determine internal positions and regulations; and represent the members of their federation, division, or chapter. Their service has helped CEC move into the forefront of the field.

For more information about how to serve as a delegate or governor, contact your unit president.

For more information on the motions/resolutions mentioned above, contact Karen Ulans, 703/264-9487; e-mail, kulans@cec.sped.org. ■

inside

JUNE 1996 VOL. 2 NO. 10

CEC Today is published by The Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091-1589. Telephone 703/620-3660, TTY 703/264-9446, lyndav@cec.sped.org.

CEC Today is not copyrighted. Members are encouraged to copy and disseminate information in this publication.

CEC President: Diane Johnson

Executive Director: Nancy D. Safer

Editor: Lynda C. Voyles

Contributing Editors: Jacki Bootel, Department of Public Policy; Jean Boston, Publications and Professional Standards; Jane Burnette, Grants and Contracts; Brian Carroll, Professional Development; Grace Zamora Durán, Membership; Karen Vermaire Fox, Student CEC; Stephen Gregory, Marketing; Jeanne Glover, Membership; Shelia Mingo, Ethnic and Multicultural Concerns

Block Scheduling Gaining Steam *1*
The Courts' Impact on Special Education *1*
Meet Tanis Bryan, a CEC 1996 Research Award Winner, *2*
CEC Governmental Actions Passed at Convention *3*
Advocacy in Action *4*
Student CEC Spotlight *6*
The 1996 Multicultural Summit *7*
CCEC Adapts the CEC *Special Education Advocacy Handbook* *7*
Division Focus *8*
Professional Advancement *10*
Member to Member *12*
Speaking Out *14*
Talking to Strangers—A Skill We Need to Teach!
Calendar of Events *16*

Advocacy in Action

Special Education Funding Set!

The White House and the U.S. Congress have overcome their differences and passed a spending measure that would provide permanent spending authority to the Department of Education (ED) and other agencies. Although under the compromise measure Congress cut education discretionary spending for FY 1996 by $76 million from last year, Individuals with Disabilities Education Act (IDEA) programs made out relatively well. The House agreed to adopt the original Senate figures for IDEA, which provided $245.45 million for our support programs. The appropriations measure will be in effect through September 30, 1996.

Education programs, in general, made out relatively well under the new measure, since Congress restored almost $5 billion of the nearly $8 billion that was cut earlier this year from education, job training, Head Start, the Environmental Protection Agency, and other programs. The extra funding restored total ED funding to within 2% of FY 1995 levels.

ED and other agencies have been operating under a series of continuing resolutions (CR) since the beginning of the fiscal year. An earlier FY 1996 appropriations bill specifically for Labor, Health and Human Services, and Education programs was passed by the full House but got stalled in the Senate Appropriations Committee, never making it to the Senate floor. The House had originally cut $162 million, "zeroing out" seven of IDEA's support programs, while the Senate committee-passed numbers were more optimistic.

Congratulations to those in special education—especially our CAN Coordinators—for all their hard work on appropriations. Thanks to you, the programs originally targeted for elimination were saved! It's been a long haul, and we have a lot of hard work ahead of us for the FY 1997 budget process, but you should feel proud of your effective advocacy for students with exceptionalities!!!!

FY 1996 IDEA Appropriations (in millions)

Programs	FY 1995 Approps	Orig. House	Senate Committee	FY 1996 Approps.
State and Local Grant Program	$2,322.92	$2,323.84	$2,323.84	$2,323.84
Preschool Grants	360.27	360.41	360.41	360.41
Early Int. Program	315.63	315.75	315.75	315.75
Deaf-Blind Progs.	12.83	12.83	12.83	12.83
Regional Resource Centers	7.22	6.64	6.64	6.64
Severe Disabilities	10.03	10.03	10.03	10.03
Early Childhood Ed.	25.17	—	25.17	25.17
Emotional Dist. Proj	4.15	4.15	4.15	4.15
Postsecondary Ed. Progs	8.84	8.84	8.84	8.84
Secondary Ed. & Trans Services	3.97	23.97	23.97	23.97
Innovation & Devel	20.64	—	14.00	14.00
Special Ed. Technology	10.86		9.99	9.99
Media & Captioning Services	19.14	19.14	19.14	19.14
Special Ed. Personnel Development	91.34	—	19.34	19.34
Grants to HBCUs and Other IHEs	0	—	—	—
Parent Training	13.54	13.54	13.54	13.54
Clearinghouses	2.16		1.99	1.99
Special Studies	4.16		3.83	3.83
IDEA SubTotal	**$3,252.87**	**$3,092.5**	**$3,245.45**	**$3,245.45**
Title X, Part B (P.L. 103-382)				
Gifted and Talented Grants	$4.92	$3.00	$3.00	$3.00

President Clinton Issues Fiscal 1997 Budget Request

While the Congressional/White House negotiators were finalizing the FY 1996 budget, President Clinton released his fiscal year 1997 budget. The administration has requested $1.635 trillion, up from an estimated $1.572 trillion this year. The budget would also provide for $99.7 billion in tax cuts over the next seven years. The IDEA subtotal for FY 1997 is $3,552.91 million. For the Javits Gifted and Talented Program, the President requested $10 million, which would put the program back to prerescission 1995 levels.

Congress has been holding hearings on the administration's request. Judy Heumann, Assistant Secretary for ED's Office of Special Education and Rehabilitative Services, and Tom Hehir, Director of the Office of Special Education Programs, have testified before Congress, explaining the nuances of Clinton's budget for special education and rehabilitation-related programs.

Following is the administration's 1997 budget request for special education programs under IDEA (in millions):

- State and Local Grant Program, $2,603.25.
- Preschool Grants, $380.00.
- Early Intervention Program, $15.63.

The administration has indicated that, for the Part B state grant program, the 12% increase maintains the federal contribution to the education of children with disabilities to 8% of the average per pupil expenditure.

As in the FY 1996 request, the administration once again consolidated the support programs into five categories, as follows (in millions):

- Research to Practice, $95.72.
- State Improvement, $37.07.
- Professional Development, $76.70.
- Parent Training and Information, $14.53.
- Technology Development and Educational Media Services, $30.00.

House Subcommittee Marks Up IDEA Reauthorization Bill

"This reauthorization is like trying to wheel a wheelbarrow full of bullfrogs," said Rep. Randy "Duke" Cunningham during the subcommittee mark-up of H.R. 3268, the House's bill to reauthorize IDEA. The House Subcommittee on Early Childhood, Youth, and Families reported out the bill in late April by voice vote. It was expected to go to the full Committee on Economic and Educational Opportunities during the week of May 6.

The mark up was very short, because the subcommittee decided to deal with more controversial issues at the committee level. Some major areas that are still under discussion include:

- Discipline.
- Attorneys' fees.
- A pilot project which would allow local education agencies in a small number of states to waive IDEA provisions
- Professional development.
- Consolidation of support programs.

Two amendments were offered during the mark-up. However, both were withdrawn for consideration by the full committee:

- The first amendment, offered by Carlos Romero-Barcelo, the Democratic Resident Commissioner of Puerto Rico, was to remove the limitation on funding.
- The second amendment, offered by Rep. Dale Kildee (D-MI), would require governors to have interagency agreements between the state education agencies (SEAs) and other agencies to provide services to students with disabilities. The responsibilities of each agency would be spelled out, and schools could seek reimbursement if the other agencies fall through.

In attendance at the mark-up were: Reps. Cunningham, Castle (R-DE), Souder (R-IN), Goodling (R-PA), Romero-Barcelo (D-PR), Scott (D-VA), Miller (D-CA), Mink (D-HI), Williams (D-MT), and Kildee (D-MI).

The Senate Labor and Human Resources Committee has already approved its bill, which will soon be considered on the Senate floor. ■

Scheduling, *from page 1*

into general education classes that use student-centered activities, and block scheduling reduces the number of daily classes they have to prepare for. In the elementary grades, special education is scheduled at the same time as other "special programs." As a result, special education students are no longer stigmatized by the special education label. At all levels, students receive more individualized instruction.

Block scheduling also benefits special educators. With extended periods, they can expand their in-class activities for students, present complete lessons in one period, and give students more one-on-one instruction. And, they have more time to complete paperwork, testing, and planning.

Despite the accolades, special educators warn that block scheduling is not a panacea. Currently, little research has been done to determine if students' achievement has risen under block scheduling. Further, the results are mixed as to whether it helps reduce discipline problems with special education students. Special educators also expressed concern over the amount of work missed if a student is absent from class.

At the Elementary Level

How It Works

Elementary schools using block scheduling provide special education services in different ways. In the basic model, called parallel scheduling, the 45-50-minute block period is often used for instruction in subjects such as reading and math. Half of the class stays with the general education teacher for directed study, while the other half goes to an "extended learning center." During the time the students are scheduled for the extended learning center, they may participate in remedial instruction, engage in enrichment activities, or attend a resource center. In the latter half of the period, the students switch places. In this model, the special education teacher provides services during the extended learning time.

Whittier Elementary School in Mesa, AZ, provides one example of how the basic model can be modified. While the students still divide into direct instruction and extended learning sections, students with disabilities work with the special educator in the direct instruction classroom. The special education teacher co-teaches with the general educator during direct instruction; she or he helps students with disabilities plus those who are having difficulty but have not been identified as disabled.

During the extended learning time, all students, including those with disabilities, participate in activities based on Gardner's Multiple Intelligences for Gifted Students. Because students with special needs were so successful doing these activities, which allowed them to use their artistic and creative abilities, it seemed a shame to pull them out, explained Roger Vanderhye, principal.

Vanderhye said this model provides additional benefits, i.e. the special educator gets to know students who may be tested later, and students who may be at risk get the help they need. Referrals have dropped significantly, he added.

The Advantages

Perhaps the biggest advantage of block scheduling in the elementary grades is that it reduces the stigma of being "special," whether it's for gifted instruction, special education services, or speech therapy. Because block scheduling helps students feel "okay" about being in special education, elementary school principal Michael Brown has found that more parents allow students who need services to receive them. Block scheduling also wins advocates because it limits the amount of time students are taken from regular class for special education.

"Block scheduling is a real advantage for resource room kids. Their day is not disrupted," said Brown. "Formerly, resource center programs were pull-out programs. In many occasions, kids were missing something in regular class. Now all the kids leave the room at the same time and go to their respective locations. We've eliminated any disruption to the regular day for resource kids."

Continues on page 9

CEC Top Sellers cont.

Teaching Strategies: Education of Children with Attention Deficit Disorder (1994) by Chesapeake Institute. Provides help for general educators and parents who are trying to understand and teach students with ADD. (Member price $6.25)

Non-Compliance: Four Strategies That Work (1993) by Ennio Cipani. Both teachers and parents use this little book to help children become more cooperative. (Member price $6.25)

Crossover Children: A Sourcebook for Helping Children Who Are Gifted and Learning Disabled, Second Edition (1995) by Marlene Bireley. Gives teachers and counselors specific strategies to improve impulse control, attention span, memory, and self-concept in students who are gifted and also have learning disabilities or ADD. (Member price $19.60)

Disruptive Behavior: Three Techniques to Use in Your Classroom (1993) by Ennio Cipani. Short and to-the-point, this resource helps you head off and diminish disruptive behavior. (Member price $6.95)

Creating Schools for All Our Students: What 12 Schools Have to Say (1994). Produced from discussions among teachers, administrators, classroom aides, and parents at the 1994 Working Forum on Inclusive Schools sponsored by 10 major education associations. This resource highlights the elements that make inclusive schools work. (Member price $13)

Back Off, Cool Down, Try Again: Teaching Students How to Control Aggressive Behavior (1995), by Sylvia Rockwell. Rockwell takes the strategies presented in *Tough to Reach, Tough to Teach* a step further, providing strategies to teach students how to be their own behavior managers. (Member price $19)

To order, call 800/CEC-READ

CEC would like to receive your suggestions for new additions to our offerings. Send your recommendations with a short paragraph on what the product is about and how it helped you work more effectively to Dir. of Publications, CEC, 1920 Association Dr., Reston, VA 22091. E-mail jeanb@cec.sped.org. Please include ordering information so we can get the resource. Follow-up will be at the discretion of the CEC publications department.

Tips for Serving the "Twice Exceptional" Student

By Karen Megay-Nespoli

Everybody knew Mariella was smart. She often gave the answer before anyone else and could solve math problems in her head. But when it came to writing things down on paper, her work was often late and illegible. Matt's work, on the other hand, was very well done. In fact, he was performing at grade level, and his hearing impairment didn't seem to impede his school work. However, his teacher saw more in him; and after having him tested, found that Matt's giftedness was what was allowing him to perform at grade level.

Both Mariella and Matt are considered to be twice exceptional or crossover learners. Each exemplifies characteristics of giftedness and disability. You may find Mariella or Matt in your classroom but feel somewhat unprepared to help them achieve their full potential.

What can you do to assist twice exceptional learners?

The first and most crucial step is identification. Sometimes the gifts students possess are already recognized but the disability has not yet been identified. Other times, it is the reverse—gifted students know they have a disability, but their giftedness has not yet been recognized. Or, there has been no identification at all, and the student's intellectual ability is working overtime to compensate for his or her disability.

Once students have been identified, there are many things you can do to assist learners who are twice exceptional:

1. Focus on the gift rather than the weakness. When a student's weakness is the only focus, self-esteem and productivity are lowered. Work with students to highlight and strengthen their giftedness by providing opportunities for self-directed learning and creative self-expression. Gifted students tend to be curious about subjects that interest them, so give them time to explore those areas.

2. Use materials that promote ideas and imagination as well as emphasize higher-level thinking skills. Students will benefit from a challenging environment.

3. Encourage students to use their compensation skills. Recognizing that spelling will always be difficult and searching for ways to solve this problem allows the twice exceptional learner to move beyond the identified weakness and focus on his or her strengths.

4. Watch for over-identification. As gifted programs are being cut, more gifted students are entering general education classrooms. As this has occurred, the number of gifted students identified with attention deficit hyperactivity disorder (ADHD) has increased. This is because many of the characteristics exhibited by students who are gifted and students with ADHD are similar. Learn about these characteristics to avoid over-identification.

As you prepare to enter the classroom, know that CEC has many resources available to assist your understanding of crossover learners. You may want to look at ERIC EC Digest #E479 "Gifted but Learning Disabled: A Puzzling Paradox" by Susan Baum and ERIC EC Digest #E522 "ADHD and Children Who are Gifted" by James T. Webb and Diane Latimer. You may also be interested in *Crossover Children: A Sourcebook for Helping Children Who Are Gifted and Learning Disabled* by Marlene Bireley. This book is a wonderful resource and provides recommendations for academic interventions and enrichment activities. All are available from the CEC Publications Department. Call 800/CEC-READ for more information. ■

Karen Megay-Nespoli is a doctoral candidate at Columbia University Teachers College and a member of The Association for the Gifted and CEC Chapter #45.

The 1996 Multicultural Summit

BY JOZI DE LEON

The Third Annual Multicultural Summit, held at the CEC Convention in Orlando, proved to be the most exciting and thought-provoking summit to date. The round-table discussions of this year's summit provided for an intimate discussion of topics, identification of issues, and development of action plans.

Following is a summary of the Summit's round-table discussion groups.

- **Critical Issues**—CEC needs to establish a vision statement to address diversity. That statement can then address priorities, collaboration (who and how), and leadership training. All discussion groups suggested developing materials and identifying resources within the organization that address diversity issues.
- **Transcultural Communication**—More individuals selected this topic than any other, indicating that communication across diverse groups within CEC is a major concern. Some groups identified different communication styles that may interfere with cross-cultural understanding and create barriers. Others focused on how CEC can enhance communication within units and across groups that focus on diversity issues, i.e., The Division for Culturally and Linguistically Diverse Exceptional Learners (DDEL), the Ethnic and Multicultural Concerns Committee, and caucuses. Cross-collaboration with other units that have not merged ideas about diversity into their purpose was seen as critical to enhancing understanding.
- **Transcultural Competencies**—Transcultural competencies included going beyond awareness to understanding diverse groups represented within CEC. Genuine interaction and opportunities for such interaction were seen as key. In addition, the phrase, "Each one, reach one, and teach one" was used to describe what should occur within the organization. Ultimately, individuals from diverse groups expressed not only a need to be understood, but a willingness to help provide understanding.
- **Managing the Dominant Culture**—This discussion dealt with issues that occur when you are the dominant culture and when you are not. While all individuals become part of a dominant or nondominant culture in different settings, the topic appears to connote a negative attitude. Issues of empowerment, education, membership, and communication emerged.

A summary of these discussions will be sent to CEC's Executive Council, CEC's executive director, and any other interested parties. DDEL hopes it will be the springboard for additional dialogue and the basis for positive action in this area in the future. ■

CCEC Adapts CEC Advocacy Handbook

Canadian CEC's Governmental Relations Committee is adapting the CEC *Special Education Advocacy Handbook* to Canada. In its first draft, the paper has been distributed to all members of the Canadian Committee, who are to determine how this document is appropriate at the provincial and local level.

Without the impetus and direction of federal initiatives, the Canadian battles have to be fought ten times over at the local level. This calls for a broad distribution of the information to address issues as they are being introduced at varying stages across the country. The Canadian challenge is to excerpt the practical, general strategies outlined in the handbook (which is based on the U.S. political system) and develop solutions of a Canadian nature.

The committee hopes the final draft will be ready for distribution in the fall of 1996. This portends to be a great learning tool for anyone involved in attempting to make changes in the law at the local, provincial, or federal levels. The very specific provincial legislation referenced in the document will have to be updated on a regular basis and allows for a comparative analysis of special education status across Canada.

For more information, please contact Tom Tupper, 609/985-5027.

CEC Announcements

Zip Code Change!

Effective July 1, 1996, CEC's zip code will change. Our new address is: CEC, 1920 Association Drive, Reston, VA 20191-1589.

EC "Must Sees"

Check the May issue of *Exceptional Children* for legal guidelines on the delivery of special health services in schools. Author Mary Jane Rapport addresses congressional intent, federal regulations, and local implementation of service delivery for children with extensive health care needs.

Other articles look at conditions under which curriculum-based measurement does not work, parents' educational expectations for students with disabilities, and much more!

ERIC Winner

Congratulations to Janice Lowrey Ferguson, who won the drawing for the ERIC database on CD-ROM at the CEC Annual Convention. Ferguson is an Assistant Professor of Exceptional Children at Western Kentucky University, Bowling Green.

Congratulations to CCEC's 1996 Award Winners!

Congratulations to the following:

- **Ken McCluskey**, Joan Kershaw Publications Award
- **The Assiniboine South School Division No. 3**, A. David Treherne Special Education Policies Award
- **Earl G. Campbell**, The Donald G. Warren Outstanding Achievement Award
- **Lisa Modica**, Canadian CEC Outstanding Student Member of the Year Award

Scholarship Winners

- **Stacey Thom**, John Taylor Collegiate Award
- **Denise Langendorfer**, Springfield Collegiate Award
- **Katherine Thompson**, Elmira Secondary Award
- **Eric Ballantyne**, Kitchener Collegiate Award

Division Focus

CASE

The Council of Administrators of Special Education

On June 30, a number of CASE officers and committee chairs will leave the CASE Executive Committee. CASE expresses deep appreciation to the following individuals for their service to CASE: Jack Freehill, Immediate Past President; George Spilker, Treasurer; Leonard Burrello, CASE Research and Development Committee Chair; and Barbara Leadholm, CASE Membership Chair.

On July 1, the following new officers and committee chairs will take office: Johnathan McIntire, President Elect; Bob Van Dyke, Treasurer; Margaret McLaughlin, Research and Development Committee Chair; and Steve Milliken, Membership Committee Chair.

The CASE International Conference on Public Policy in Special Education, November 21-23, 1996, will feature a new strand on technology. The strand, the result of CASE's collaboration with the Technology and Media Division (TAM), will address administrator concerns in technology applications in the management of special education and in assistive technology. Brenda Heiman will serve as the TAM liaison to the CASE Professional Development Committee.

DDEL

The Division for Culturally and Linguistically Diverse Exceptional Learners

Three new officers have been elected to serve on the Executive Board: Janice Chavez was elected vice president; Addison Watanabe, treasurer; and Jim Patton, DDEL Board of Governors representative. Congratulations to all the new officers and a special thanks to Nancy Cloud and Elba Maldonado-Colon who served as the treasurer and Board of Governors representative, respectively.

DVI

The Division on Visual Impairments

DVI presented Herbert Miller with the Distinguished Service Award at the CEC Convention in Orlando. Miller has served as past president of the New Jersey Federation and as governor for DVI.

MRDD

The Division on Mental Retardation and Developmental Disabilities

MRDD invites all CEC members to join us at our Fifth International Conference on Mental Retardation and Developmental Disabilities: "Goals 2000: Education in a New Century," to be held in Austin, TX, on October 11-13, 1996. The conference features Christopher de Vinck, an inspired speaker and writer who focuses on the relationship of individuals with disabilities and their impact on the world around them. He has authored a number of books and journal articles including *The Power and the Powerless*, a book about his life experiences with his brother, Oliver.

Keynote speakers include: Marilyn Friend on Team Teaching/Collaborative Teaching; Donald Bailey on Early Childhood—Present and Future Trends; and Gary Blumenthal, Chairperson of the President's Commission on Mental Retardation. Also, J. David Smith and Tom E.C. Smith will cochair a session to elicit member input on the possible development of an educational definition of mental retardation. For more information on this MRDD conference, contact Linda Easton, 1431 Hidden Creek S. Dr., Saline, MI 48176, or Tom Bartels, Fax: 708/548-2508.

Iris Kerbis Puccini is chairing MRDD's 75th CEC Anniversary Committee. This committee will plan for MRDD contributions to and activities at CEC's 75th Anniversary, to be celebrated in Salt Lake City, UT, at the 1997 CEC convention. For more information or to submit suggestions, please contact Puccini at 3830 Michael Lane, Glenview, IL 60025; 708/480-9093 (H).

MRDD would like to thank all the MRDD Subdivision Officers, board members and appointees, and in particular, three departing MRDD Board members: Allen Huang for his leadership throughout his terms of office; Helen Lindsey for the outstanding work she did in her position as MRDD Treasurer, and Tina Hoopingarner for her excellent contributions to MRDD as Student Governor.

TAG

The Association for the Gifted

TAG Certificates of Merit were presented at CEC's convention in Orlando to Beverly Parke and Carolyn Callahan for their leadership in TAG and significant contributions to gifted educational literature.

Journal for the Education of the Gifted will have a new publisher soon. *JEG* editor, Laurence Coleman, has completed negotiations with Joel McIntosh of Prufrock Press.

TAG has approved its first position paper. The statement, initially drafted by Mary Ruth Coleman, TAG Governor-at-Large, outlines TAG's position on "twice exceptional" learners. Plans for general distribution are underway.

TED

The Teacher Education Division

TED's 19th Annual Meeting will be in Washington, DC, November 6-9, 1996. We hope to be celebrating the election of congresspersons who truly believe in and will support educational programs with legislation and financial resources. Mark your calendars, and plan to join us.

Reflecting on the past calendar year, TED's activities have been focused on FY 96 appropriations and the reauthorization of the Individuals with Disabilities Education Act. The TED Executive Board worked throughout the year to ensure that Congress realized that the House's action was unacceptable. The House provided no FY 96 funds to professional development and personnel preparation, a cut that would directly affect children with disabilities. A call to action went out to our 3,000 members nationwide in late August, and TED's September newsletter focused on continuing action.

In October, we urged TED's 80 members residing in or around Washington, DC, to take a day and visit the Hill on behalf of TED and CEC. In the early months of 1996, we continued keeping education and personnel preparation issues before our congresspersons. The TED Executive Board deliberated on major issues with drafts of IDEA at its April 1 meeting, and TED concerns were shared with other divisions, federations, and CEC staff as appropriate.

Also, TED remains focused on diversity issues. In Orlando, our Diversity Task Force, led by Deborah Voltz, continued to explore how TED can help each of us get beyond rhetoric to knowledge, understanding, and action. If you have thoughts or ideas on this issue, please send them to Kathlene Shank, TED president, 217/581-7004 (Fax).

· ·

Scheduling, *from page 5*

Block scheduling has also made it easier to mainstream students with disabilities who have been working in self-contained classes. As the teacher-directed instruction classes often consist of only 10-12 students, children with special needs often can make the transition easily. They then progress from a group of 10 to whole group activities.

Many special educators at the elementary level report that discipline problems decrease under block scheduling, a phenomenon they attribute to the increased opportunity for students to move around and the one-on-one instruction students receive.

Another advantage is that it allows elementary schools to tailor schedules to better meet the needs of their student population. For example, Brown added replacement reading to the extended learning period for those students who needed primary reading instruction rather than supplementary instruction. He also hopes to include an extended, 1 1/2 hour reading/language block in next year's schedule, which the teachers have requested.

Adjusting the schedule on a regular basis seems to be the norm for schools that have implemented block scheduling. Ann Paciulli, special education teacher and member of CEC Chapter #192, said that her elementary school, which has used block scheduling for five years, changes the way it implements block scheduling annually to meet student needs.

The Disadvantages

The biggest problem with block scheduling at the lower grades seems to be scheduling time for teachers to plan together. In some schools, teachers are forced to grab moments before school or in the hall to communicate about students and/or class content. In addition, block scheduling can make it more of a challenge to integrate subjects, especially when teachers do not have collaborative planning time, said Brown

Block Scheduling at the Middle and High School Levels

How It Works

Under block scheduling in middle and senior high, instead of taking six or seven classes a day, students take just four classes that last 90-100 minutes each. Some schools offer "4/4" or "semester" plans in which students take four subjects in the first semester and four others in the next; others use the alternate day plan in which students have the same courses on alternate days for an entire year.

Secondary school block scheduling relieves the fast-paced, pressurized atmosphere of many middle and secondary schools and offers teachers and students new ways to interact and accomplish their objectives.

Schools have been creative in providing special education assistance to students with disabilities. In addition to inclusionary practices and co-teaching, some schools have instituted resource rooms, to which any student who is having difficulty in a subject can come for help. In addition to the special educators, general education teachers from different subject areas drop in to answer students' questions. Other schools use lunch periods, which are one-hour long, to provide tutorial services, as well as to hold club meetings, plays, and community programs.

Advantages

One of the primary benefits of extended class periods is that it allows students to more easily manage a middle or high school curriculum. Many students with disabilities can better handle preparing for four classes a day than six or seven. They have less information to remember, homework to remember to do, and homework to complete each day. Those schools that utilize semester block schedules—in which students complete a course in a semester—offer students with disabilities an additional advantage. Under this system, students can schedule two academic courses and two electives per semester, further limiting the amount of work they have to concentrate on. Another advantage is that if a student fails a course, he or she can make it up the very next semester while the information is still fresh.

"If a student is failing by the end of the first nine weeks, they don't give up. They know they can go right back into it," said Debbie Pergerson, special education teacher. "It lessens the likelihood of their dropping out."

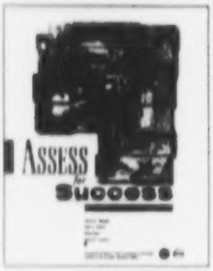
Though special and general educators have been concerned about the time lag that could occur between sequential classes, i.e. a student who completes Algebra I the first semester would have to wait until the next year to take Algebra II, most schools have avoided the problem by scheduling sequential courses in the same year.

Finally, schools on semester block schedules give all students more flexibility as to graduation time, work schedules, and postsecondary training. Some students earn enough credits to graduate early and start college or vocational training their senior year. Other students attend school half a year and work half a year, an option employers like because it allows them to schedule students to work at times when they are most needed.

Block scheduling also appeals to secondary special education teachers. One reason is that it allows them to be more creative. With the extended periods, they can vary the activities they do in class and present complete lessons in one period. Under block scheduling, special education teacher Barbara Zemble says she can do some

Continues on page 15

Progress Checks—The Key to Successful Transitioning



Preparing for transition into adult roles is like taking a long trip. To proceed effectively, it helps to have an itinerary, a timetable, and a map. As with any trip, it is important to make frequent progress checks to be sure you are still on the right road and moving along at the speed you anticipated. Also, frequent progress checks allow for orderly course corrections, side trips, and changes in destinations. Transition assessment is an individualized, ongoing process that helps students with exceptionalities and their families define appropriate personal goals for the Individualized Education Program (IEP) and check progress along the way.

The vision for life beyond school should begin in the elementary and middle school years. By age 14, the IEP should reflect a clear timetable and itinerary for accomplishing specific goals. But deciding what to assess and how assessment data will be collected and used can be a challenge.

A new publication developed by CEC's Division on Career Development and Transition and published by CEC, *Assess for Success: Handbook on Transition Assessment*, takes the guesswork out of what to do. Approaching transition assessment within the context of career development, the book provides an easy-to-use checklist and a set of assessment questions to help the IEP team pinpoint where along the awareness, exploration, preparation, assimilation career path a student is functioning.

The first step in transition planning begins by asking the student to define his or her vision of the future. Students may not have addressed this type of question; but for students to fully realize their potential, they must develop and use self-determination skills. Ways in which the student can be involved on the assessment team and strategies for assessing and developing self-determination skills are provided.

Once the student has established a vision for the future, he or she works with the IEP team to assess skills and interests in light of the demands of his or her desired future living, working, and educational environments. This assessment should reveal the student's present level of functioning compared to what will be needed in the envisioned future.

The book provides numerous case studies that illustrate how this concept applies to students with different career visions. It provides sample transition goals and short-term objectives IEP teams can use to develop goals and objectives based on their students' needs.

Assessing individuals with disabilities must be a shared responsibility. School psychologists, guidance staff, special education teachers, vocational evaluators, rehabilitation personnel, family members, and students themselves have traditionally been the core members of the IEP team. In addition to these individuals, *Assess for Success* recommends that adult service providers, employers, work experience staff, job coaches, placement specialists, support services personnel, and other natural supports be included as appropriate. *Assess for Success* provides a chart describing the role of each key player along with a more in-depth discussion of these roles.

The book also offers an overview of methods that practitioners can use to collect assessment data throughout the transition planning process. It examines nontraditional methods, including interviews, work samples, curriculum-based techniques, behavioral observation, and situational assessment, in addition to the more familiar psychometric and academic approaches.

The book closes by outlining a process for making the best, most up-to-date thinking about transition planning available.

Authors Patricia L. Sitlington, Debra A. Neubert, Wynne Begun, Richard C. Lombard, and Pamela J. Leconte are recognized leaders in the field of career and transition planning. This people-first approach shows a level of respect for the student not previously reflected in most professional resources.

Order your copy today: *Assess for Success: Handbook on Transition Assessment*, 1996, 136 pages, #P5155, $30, CEC Members $21. Call 800/232-7323. ■

New Research Directory Available!

Innovation and Development in Special Education: Directory of Current Projects, 1996 Edition

Innovation and Development in Special Education. Directory of Current Projects is your most complete source of information on special education research and program development. It includes comprehensive information on approximately 250 federally-supported projects currently funded by the Division of Innovation and Development, Office of Special Education Programs, U.S. Department of Education. #R5142D (DOS) or #R5142M (MAC) $9.00

The *Directory* features include:

- Easy to use format
- Abstracts of each project with names, addresses, and other data
- Indexed by subject, institution, principal investigator, state, and competition
- Available on high density 3.5" diskette DOS or Macintosh format

Call 800/232-7323 to order your copy now!

Convention Participants Examine Future Course of CEC's Staff Developers' Network

At the CEC Convention in Orlando, FL, members involved in staff development met with CEC headquarters staff to look at new ways to provide staff development training through the Staff Developers' Network. The Staff Developers' Network was created in 1993 through the ERIC/Office of Special Education Programs (OSEP) Special Project and the ERIC Clearinghouse on Disabilities and Gifted Education. The Network explored the needs of professionals responsible for providing inservice training on current topics related to the education of students with disabilities.

CEC plans to support the Network's growth by involving its Department of Professional Advancement and current Network members in planning future activities.

The group identified the following issues concerning more effective staff development:

- Finding adequate time and fiscal resources for staff development.
- Providing appropriate resources for specific audiences, e.g., information resources geared specifically to parents or paraprofessionals.
- Strengthening the special education/general education partnership and involving both in professional development activities.
- Looking at staff development as an individualized, ongoing process that incorporates follow-up, study groups, etc.

Participants also discussed the importance of utilizing electronic networking technology. CEC's new Web Site, which includes a page for the Staff Developers' Network, is an example of the way technology can advance quality staff development. The Staff Developers' page will enable network members to further their information sharing capabilities through activities such as developing a listserv to allow interactive dialogue, exchanging information concerning expert speakers in various topic areas, and providing listings of available resources and professional development activities. (CEC's Web Site address is http://www.cec.sped.org).

CEC is proud to support the efforts of the Staff Developers' Network. As you know, staff development is a vital and essential part of providing quality education to students with disabilities. Today, more than ever, staff development is needed throughout the educational community. New advances in research, innovative teaching programs, and new responsibilities for both special and general education teachers demand that all educators have access to the information they need.

Look for more news about the Staff Developers' Network in upcoming issues of *CEC Today*! ■

CEC/DDEL 1997 Multicultural Symposium

Enriching the Tapestry of Cultural and Linguistic Diversity

New Orleans, Louisiana

January 8-10, 1997

Registration Fees:	*Preregistration*	*On-Site*
	$199 Members	$255 Members
	$249 Nonmembers	$310 Nonmembers

To register or for more information call **800/224-6830**

Clip and Save

TAKE IT FOR *granted*

Training Personnel for the Education of Individuals with Disabilities: For projects that increase the number and quality of personnel who serve children and youth with disabilities. Deadline: June 10, 1996. Eligibility: Higher education institutions and other nonprofit agencies. Contact: Marlene Spencer, 202/205-9058.

Gifted and Talented Competition: The Hollingworth Award Competition, sponsored by the National Association for Gifted Children and Intertel Foundation, encourages educational and psychological research studies of potential benefit to the gifted and talented. The award includes a certificate and cash grant of $2,000. Deadline: January 15, 1997. Eligibility: Individuals and organizations that present proposals for publishable research projects concerning gifted and/or talented young people. Contact: Peter Rosenstein, 202/785-4268.

School Technology Grants: The Education Department is inviting proposals for technology challenge grants. Deadline: June 21, 1996. Eligibility: Consortia of local education agencies, state education agencies, higher education institutions, businesses, academic content experts, software designers, libraries and other nonprofit groups. Contact: Challenge Grants for Technology in Education, 202/708-6001.

Developmental Disabilities Proposed Priorities: The Administration for Children and Families is inviting comments on proposed priorities to bring about the increased independence and integration into the community of individuals with developmental disabilities. Deadline: June 11, 1996, for comments. Funds: Funding is not yet set. Eligibility: Public and private for-profit and nonprofit institutions, including higher education institutions, hospitals and laboratories. Contact: Adele Gorelick, 202/690-5982.

A Tool for Special Education Recruitment

BY DEBORAH PRIDDY

Its title says it all: *34 Activities to Promote Careers in Special Education and Related Services*. For those of us who are promoting careers in special education, this user-friendly guide to navigating unfamiliar waters is invaluable.

I came to recruiting for special education after a lifetime as a special educator. I was asked to direct our School of Education's Teacher Diversity Project. Though I entered into my role with ideas, I came without a clue as to how to develop programs and activities that would "sell" the profession to inform students, parents, teachers, high school principals, and district administrators. Simply stated, I needed to develop a repertoire of behaviors more common to business folks than to educators. Unfortunately, I didn't have *34 Activities* to guide me.

The book is divided into three sections: (1) Increasing Visibility, (2) Direct Recruitment Activities, and (3) Marketing the Profession.

Putting Ideas into Practice

Below, organized by my reactions to the activities I read about, are examples of how I am using various activities from this book.

We did that ... (but I wish I had read this book first).

- **Activity 1: Spreading the Good News**—Writing my first press release and developing a press kit were laborious tasks. I now know how to proceed, but I still refer to *34 Activities* because it walks me systematically through the process.
- **Activity 13: Speakers Bureau**—We have a short list of university faculty willing to speak to high school students enrolled in our programs. After reading "Speakers Bureau," it became clear that we need to broaden our list to include people with special needs, parents, and retired educators. We also need to publicize the availability of these speakers.

I should have thought of that... (it's so obvious).

- **Activity 9: Respite Care Training**—This summer, we are piloting a program to recruit bilingual students into careers in special education. We believe the best way to recruit students is to allow them to experience the classroom from a teacher's viewpoint. Consequently, these students will spend their mornings aiding special education teachers and their instructional assistants in summer school classrooms. While they will be in class four mornings a week, they will spend the fifth morning with the project instructor in a variety of educational activities. One of these sessions will be devoted to respite care. The idea came directly from *34 Activities*. Another session will be devoted to adaptive technology (Activity 7: Adaptive Equipment Demonstration).
- **Activity 17: Take Over the Doctor's Office**—We are going to ask medical offices specializing in adolescent medicine to place brochures publicizing our high school program in their waiting rooms.

This gives me an idea... (modifying an activity to meet our needs).

- **Activity 3: Paraprofessional Appreciation Day**—I had planned an "appreciation" morning snack to thank summer school teachers and their instructional assistants for mentoring our students. Paraprofessional Appreciation Day triggered a thought—we will have many opportunities during this four-week summer session to encourage instructional assistants to earn special education teaching credentials. Our on-site project instructor will be perfect as a recruiter. Thus, we are taking the notion of recruiting paraprofessionals and modifying the original activity to meet our needs.
- **Activity 14: Invite Someone to Work**—Our high school program uses *Experiencing Education*, a curriculum developed by the South Carolina Center for Teacher Recruitment. "Invite Someone to Work" is similar to shadowing assignments in *Experiencing Education*. After reading this activity, I realized that we should modify an existing activity.

Next year, participating students will observe in three different settings in which students' special needs are addressed. These will include a special day class, a resource room, and a full inclusion classroom. Upon completion of these visitations, students will discuss the similarities and differences between the models as well as issues surrounding each model.

The First Step Toward Effective Recruiting

34 Activities to Promote Careers in Special Education and Related Services is an excellent handbook of activities to promote careers in special education. We cannot wait passively for "wannabe" special educators and related services professionals to present themselves. If we are to meet the staffing needs of our schools, we must promote these careers. If we are to meet the needs of our children, we must recruit people who share our passion for working with them. If we are to be successful as recruiters, we must share what excites us about our work and present information honestly. If we are to advocate for the best education for our children, we must recruit the best people to work with them. This book is a beginning toward that end. ■

Deborah Priddy directs the Teacher Diversity Project at Sonoma State University in Rohnert Park, CA. In addition to her work as a researcher, she has served as a professor of special education, as well as a special education teacher in the public schools. She is a member of CEC Chapter #709.

To order 34 Activities, *call 800/CEC-READ.*

Courts, *from page 1*

asked for the student to be returned to classes under the "stay put" provision. The "stay put" provision bans schools from changing a special education student's placement without parental approval or due process procedures.

The federal District Court found the parent could assert the IDEA's procedural protections, because a parent of a student who has never been considered for services under IDEA can still ask for an eligibility hearing. Further, the District Court found the parent's request for a hearing would stop the expulsion proceedings. One question raised by the "stay put" cases is where does the student who has never been in a special education placement go? In this case, the expulsion proceedings were stopped, so the student was returned to regular classes.

The public school tried to invoke *Honig v. Doe*, which says students' educational placement can be changed during the proceedings if he or she posed a danger to others. But the federal District Court said there must be a likelihood of injury even after the school has taken reasonable steps "to accommodate the child's disability so as to minimize the likelihood that the child will injure himself or others." That would include "reasonable use of supplemental aids and services," according to the court.

This view would catch schools that have avoided IDEA evaluation for students like this, who have attention deficit hyperactivity disorder, and then seek expulsion, said Reed Martin, education attorney. By definition, they cannot claim they have taken steps to accommodate the disability because they have, in fact, refused to recognize a disability. Furthermore, a parent request for a hearing on the issue of disability should stop the expulsion process and also defeat a *Honig* injunction request.

Continuum of Services

Courts in 1995 validated providing a continuum of services in a number of cases in which the goal of placing a child in the least restrictive environment (inclusion) conflicted with the goal of a free, appropriate public education (FAPE).

In *Poolaw v. Bishop*, 23 IDELR 406, (9th U.S. Circuit Court of Appeals 1995), it was ruled that the least restrictive environment for a 13-year-old student who was deaf and could barely read or write was a residential state school for the deaf, where instruction in American Sign Language was available.

Decisions in the 6th U.S. Circuit Court of Appeals and in a U.S. District Court in Tennessee showed a similar priority being given to FAPE over inclusion. Rulings in U.S. district courts in Colorado, Illinois, and in the 9th and 10th U.S. Circuit Courts of Appeals held that FAPE also takes precedence over placement at the neighborhood school.

Damage Claims

1995 cases showed a trend toward allowing parents to seek damages against public schools and school personnel who violate special education laws.

In *W.B. v. Matula* (67 F. 3d 484), the 3rd U.S. Circuit Court of Appeals ruled that monetary damages could be awarded for violations of Section 504, the Americans with Disabilities Act, and, possibly, IDEA. In *Matula*, the district failed to identify and provide a free, appropriate public education to a student with a neurological disability.

This case may change the way IDEA's due process hearings are conducted. Currently, at due process hearings, the parents and/or attorneys raise their concerns about lack of services, but they usually do not ask for monetary damages or bring charges against specific administrators, teachers, or other school personnel. Many of these hearings are settled without further legal action.

However, if *Matula* stands, attorneys may be forced to raise damages issues and name individual defendants at this early stage. If this happens, schools and parents won't be able to settle; and these cases will likely go all the way to the circuit court, said Martin.

Matula also opens the door to other questions: If damages are available

Continues on page 15

EXTRA *credit*

Free special education journals: Barbara Hassel would like to donate past copies (dating from 1976) of *EC*, *Learning Disability Quarterly*, and *Education and Training of the Mentally Retarded*. Call Barbara Hassel, 703/361-4469.

Mental Health Information: The Center for Mental Health Services has developed the National Mental Health Services Knowledge Exchange Network to distribute free brochures, fact sheets, and other materials for families. For information, call 800/789-2647.

NCIP Web Site: The National Center to Improve Practice's (NCIP's) new web site presents a series of discussion forums focusing on technology and students with disabilities. The address is: http://www.edc.org/FSC/NCIP.

Essay Contest on Korea: The Korean Information Center of the Embassy of the Republic of Korea is sponsoring an essay contest to high school teachers and students. The grand prize includes $3,000 and a one-week trip for two to Korea. For more information, call 800/841-3692 or 202/797-6343.

CEC *honor roll*

Ramona Mebane, teacher at the Health School in Washington, DC, and member of CEC Chapter #49, was one of 18 winners of The *Washington Post* Agnes Meyer Outstanding Teacher Awards.

Festus Obiakor, associate professor at Emporia State University and member of CEC's Kansas Federation, received the university's Presidential Award for Distinguished Service to Diversity.

Talking to Strangers— A Skill We Need to Teach

Mary C. Barbera and her daughter, Erica

BY MARY C. BARBERA

"Never talk to strangers. No, no, no, no, no." This line from a song on the television show *Barney* has prompted a long debate with myself. In addition to being a special educator, I am the parent of a child with autism. At 12, my daughter still lists *Barney* as one of her favorite shows. Although she sings along with the stranger song, she doesn't apply its message to real life. This failure is not for lack of our trying to teach her. For several years, her Individualized Education Program (IEP) has included an objective that she will not speak to strangers when out in the community.

Last fall, one of her buddies from her "Circle of Friends" accompanied her on a class trip to a department store. The teacher informed the buddy that my daughter was working on not talking to strangers. When they gathered after the shopping expedition, the buddy praised my daughter for only speaking to one person. Progress! On past trips, she had talked to every stranger. Maybe this was the start of generalization since she had been in a new store with a peer.

Practice What You Preach

Now I think that talking to strangers may not be the real issue. Here are a few scenes that flashed into my mind as I listened to the *Barney* song for the millionth time. A few years ago, I was at the checkout in a large toy store behind a woman and child who looked to be about three. He took two steps back to look at the displays. His mom grabbed his arm and said, "Get back here. You don't want to be kidnapped do you?"

Last summer, my daughter and I pulled off the highway to stop at a fast food restaurant. While standing in a long, slow-moving line, the man in front of me turned around and held up 35 cents. "I come here every morning." Both he and his friend standing in the other line had Down syndrome. As we moved closer to the counter, he exchanged greetings with each worker. He turned to me. "They all know my name." When it was his turn, he ordered, "A small beer." He told me, "I always say that." I laughed and remarked it was awfully early in the morning. The server gave him a small cup of coffee. We said goodbye.

On the way out of the restaurant, we passed a young girl. My daughter reached out to pat the girl and said, "Hi, what's your name?" Remembering that IEP objective, I intervened. Once in the car, I was chuckling about the conversation with the man I had met in line. Gulp. I talked to a stranger. As my mother would (and often did) say, "Practice what you preach."

Later in the trip, a couple of young women courted whiplash by doing double takes to stare at my daughter. I used my time-tested strategy: make eye contact, smile broadly, and say, "Hello!" Talking to strangers again.

When my daughter entered middle school where she knew no one this fall, we encouraged her to talk to other students to make friends. Recently, she had oral surgery; we wanted her to answer questions from many strangers at the hospital. How confusing this must be to a person like my daughter.

Who is a stranger, and when may you talk to a stranger? Some recent surveys have shown that young children think strangers look like monsters, not like everyday folk. Is a stranger someone you've never seen before or someone whose name you don't know? When I need assistance out in the community, I ask questions of strangers. Without talking to strangers, I would not be able to make new acquaintances or friends.

Safety is usually cited as a reason children shouldn't talk to strangers. The woman in the toy store feared kidnapping. Although most abductions are done by familiar people, some are done by strangers. I am not suggesting that we should not teach about personal safety, but I think that is a more complex task that merely avoiding talking to strangers.

The concept of intimacy is another reason cited for not talking to strangers. Issues of body space and touching are different than speaking to strangers. Resisting touching has been easier to teach to my daughter. It is not acceptable to touch a stranger you pass in a fast food restaurant or elsewhere. She may not hug the toddler in a store whom she finds absolutely adorable, only family and close friends. She is reluctantly learning the hardest lesson—don't fondle someone's jewelry, no matter how pretty it is.

Finding the Right Balance

At this year's IEP meeting, I plan to revise my daughter's "stranger" objective. I want her to learn how to stay safe and continue work on intimacy do's and don'ts. But I am going to suggest these replacements for the "talking" objective. "Wave and say 'Hi' once to passersby," and "If you need help, ask a worker."

I think we have been too worried about strangers' reactions when they are spoken to by those with disabilities. Perhaps it is the strangers who need changing, not those always ready to make a friend. After all, do we really want to live in a world where people are afraid to exchange greetings and pleasantries with strangers? ■

Mary C. Barbera teaches special education classes at the Anne Arundel Community College in Anne Arundel, Maryland, and is a member of CEC Chapter #313. In writing this article she speaks from the parent's perspective.

Speaking Out reflects the opinions of individuals. Your comments are welcome!

Scheduling, *from page 5*

cooperative learning activities and then reconvene before the class ends.

Special educators say that block scheduling forces them to change their approach toward subject content. Though they may not cover as much of the curriculum, they find they are able to do more in-depth work. This is particularly important in areas such as writing where teachers have time to work with each student in the class individually rather than give examples and let students work on their own. Special educator Scott Poor says that block scheduling gives him the freedom to integrate different subjects in new ways.

"The teacher can choose what to do and how to show relationships between subjects," Poor explained. "For example, I use different modes with math and English. I may alternate teaching math and English the first four days and tie everything together on the fifth day with story problems or real-life situations. Or, I'll have shorter lessons—have math 30 minutes, English 30 minutes, and tie them together for 15 minutes all in the same period."

Though block scheduling does not do away with behavior problems, many upper-level teachers believe it helps. Some say it is easier to work with students with behavior disorders or attention deficit disorder because they can reinforce positive behaviors for a longer period of time. Others hypothesize that since students know they will be in class for an entire 90 minutes, they resign themselves to being there. And even in the worst situations, students and teachers know the relationship will end with the end of the semester.

Finally, block scheduling has made life less frenzied for secondary special education teachers. First, they only have to prepare for four daily classes. Second, teachers often can complete eligibility testing in one or two sessions. Third, with a 90-minute planning period, teachers have more time to complete research, write Individualized Education Programs, hold parent conferences, and develop lesson plans.

4/4 Semester Block Schedule for 8 Courses

Blocks and Times	Fall	Spring	Fall	Spring	Fall	Spring
	[illegible]% of School Follows This Schedule		[illegible]% of School Follows This Schedule		% of School Follows This Schedule	
Block I & HR 8:00–9:35 am	Course 1	**Course 5**	Course 1	**Course 5**	Course 1	**Course 5**
Block II 9:40–11:10 am	Course 2	**Course 6**	Course 2	**Course 6**	Course 2.	**Course 6**
Lunch and Block III 11:15–1:25 pm	Lunch 11:15–11:50		**Course 3 11:15–12:00**		Course 3 11:15–12:45	**Course 7 11:15–12:45**
	Course 3 11:55–1:25	**Course 7 11:55–1:25**	Lunch 12:05–12:35			
			Course 7 12:40–1:25		Lunch 12:50–1:25	
Block IV 1:30–3:00 pm	Course 4	**Course 8**	Course 4	**Course 8**	Course 4	**Course 8**

The Disadvantages

As in other areas, educators at the upper levels are still trying to iron out the kinks in block scheduling. One of the most difficult problems concerns students who transfer from a school that does not use block scheduling, or a different type of block scheduling, to one that does. A second difficulty is that when a student is absent, he or she misses two classes instead of one. This may pose a special problem for many students with disabilities as they often fail to get—or complete—make-up work. Plus, on some block schedules, if a student is absent for a class, the teacher will not see him or her for six days, which is too long a time lag, according to Zemble. And, scheduling time for collaborative planning remains a problem.

Gifted Education

While block scheduling can prove to be very beneficial to gifted students, the needs of these students must be adhered to, warns Sandra Berger, CEC's Information Specialist, Gifted Education. Teachers must make special provisions for gifted students; and their needs must be met in the curriculum through subject acceleration, pretesting for prior knowledge, and curriculum compacting. The areas in which block scheduling currently seems to be most effective for gifted students is in science and language labs where students need longer periods of time to complete projects, she said.

The Arts

Block scheduling has received mixed reviews from art and music teachers. In some areas it has built up small programs, while in others it has decimated healthy programs. If block scheduling is to work for the arts, these classes must be scheduled for the entire year, said Brenda Robbins, music therapist and CEC's 1995 Teacher of the Year. Schools that run arts programs for only half a year hurt the program as well as the development of students' talent.

Block scheduling maintains many proponents, even when they acknowledge its deficits. Many schools adopt a plan one year, re-evaluate, and modify the plan for the following year. And that may be the most advantageous aspect of block scheduling—it allows schools to change to meet the changing needs of their students. Further, block scheduling seems to be a catalyst for change. It is often accompanied by changes in teaching strategies, ways of thinking about education, and the implementation of new, innovative programs. ■

Courts, *from page 13*

under IDEA, do parents have to exhaust the claim in the IDEA hearing? If a damage claim is not exhausted at that level, will the parent be able to assert it later? Also, damage claims are often tried before juries. Once a claim is exhausted at the administrative level before a hearing officer, could a parent tell the federal District Court they want to re-try the issues before a jury, or would the federal judge use the administrative record to determine damages?

In *Larson v. Miller*, 22 IDELR 957 (8th U.S. Circuit Court of Appeals, 1995), the superintendent and special services director were found to have conspired when they did not reveal the specifics of an investigation into the behavior of a van driver, who subsequently was accused of sexually assaulting a student with a disability. The court awarded punitive damages in excess of $100,000. This case is under reconsideration. ■

CALENDAR OF CEC *events*

june

June 20-22, 1996
Georgia Federation CEC Summer Conference, Unicoi Conference Center, Unicoi State Park, Helen, GA. Contact: Gale Chance, 706/883-1535.

july

July 1996
CCBD Training Event, "The National Agenda for Students with Emotional/Behavioral Disorders: Making Collaboration Work." Contact: Lyndal M. Bullock, 817-565-3583

october

October 11-13, 1996
MRDD Conference, Fifth International Conference on Mental Retardation and Developmental Disabilities, "Goals 2000: Education in a New Century," Austin Marriott at the Capitol, Austin, TX. Contact: Linda Easton, 313/944-9500.

October 17-19, 1996
Florida Federation CEC Annual Conference. Hyatt Sarasota. Contact: Matty Rodriguez-Walling, 305/274-3501, ext. 65, or 305/386-2171.

October 19, 1996
Maryland Federation State Fall Convention. "Inclusion Revisited: A Potpourri of Successes," The Best Western Maryland Inn. Contact: Val Sharpe 410/792-8492.

november

November 6-9, 1996
19th Annual TED Conference, "Capitol Speculations," Hyatt Regency on Capitol Hill, Washington, DC. Contact: Mark Goor, 703/993-3140.

November 7-8, 1996
Pennsylvania Federation 37th Annual Convention, "Putting the Magic of Learning to Work," Hershey-Harrisburg Holiday Inn in Grantville. Contact: Kimberly Bright, 717/564-4632.

November 7-9, 1996
40th Annual Ontario Provincial Conference, Sheraton Parkway Toronto, North Hotel, Richmond Hill, ON. Contact: Barbara Rowe, 416/223-6164.

November 21-23, 1996
CASE International Conference on Public Policy in Special Education, Disney Yacht and Beach Club Resorts, Orlando, FL. Contact: Jo Thomason, CASE, 505-243-7622.

december

December 7-11, 1996
1996 Annual International Division for Early Childhood Conference on Children with Special Needs and their Families. Hyatt Regency at Civic Plaza, Phoenix, AZ. Contact: DEC International Conference 1996, Contact: 410/269-6801

THE COUNCIL FOR EXCEPTIONAL CHILDREN
1920 Association Drive
Reston, VA 22091-1589

Order one of CEC's Hottest Sellers! See page 2.

CEC today

EXCLUSIVELY FOR MEMBERS OF THE COUNCIL FOR EXCEPTIONAL CHILDREN

VOL. 3 NO. 1
JULY 1996

Gifted Education Reaches Out to the Nontraditional Gifted Student

Gifted education is no longer only the province of students who have an IQ off the scoreboards. Through new identification methods and inclusive programs, gifted education is opening its doors to students who would have been passed by just a few years ago. Students from diverse ethnic groups, students who exhibit gifts and talents in particular areas such as the visual or performing arts, students who have disabilities, and students who have the interest and desire to learn but whose academic records may not reflect their abilities may now participate in gifted programs as part of their school curriculum or as extracurricular activities.

In areas that are adopting these changes, gifted education is receiving the support of educators, school districts, and the community; and gifted programs are expanding. However, in other areas, gifted education programs are being cut out or gradually eroded as funds go to other programs deemed more vital to the school system. Throughout the country, funding for gifted education is low, which limits programs in districts that support gifted education, as well as those that don't. Furthermore, there is no federal law mandating gifted education, so states are free to do away with programs if they wish.

CEC has given gifted education its full-fledged support, advocating for the funding of the Jacob K. Javits Gifted and Talented Act as well as other programs that promote advancement in the field.

Gifted Navajo children work at a learning center utilizing spatial intelligence.

"Gifted education is an integral part of the services we provide to students," said Nancy Safer, CEC's Executive Director. "Just as accommodations must be made for students with disabilities, gifted and talented students must receive an education that meets their needs. In this way, we allow all students to meet their potential academically and in life."

Gifted Education Gets a Bad Name

Gifted education has suffered from stereotypic criticisms. Perhaps the most harmful critique is that gifted education is elitist. Traditionally, gifted education has relied on tests that measure a student's verbal and linear

Continued on page 9

CEC's Web Site Offers Clearinghouse Information

CEC operates two national clearinghouses that have home pages on CEC's Web site. Both the ERIC Clearinghouse on Disabilities and Gifted Education (ERIC EC) and the National Clearinghouse for Professions in Special Education (NCPSE) offer substantial resources, products, and services in special education, gifted education, and related services professions.

Following is a composite of the information these home pages offer, including direct access to the ERIC database, ERIC digests, demographic information, and career-related material.

ERIC Clearinghouse on Disabilities and Gifted Education

URL: ***http://www.cec.sped.org/ericec***

ERIC EC is one of 16 subject-specific clearinghouses within the Educational

Continued on page 5

inside

CEC Media Packages for Gifted and Talented Students 10
Summer's Here! 12
Dismantling Two Decades of National Data 14

Happy Birthday CEC!

Celebrate CEC's 75th Anniversary with us! July 1, 1996-December 31, 1997 has been designated as the time period marking CEC's 75th Anniversary.

To mark this momentous time, CEC will be holding special events and activities. You won't want to miss *TEC's* anniversary edition, Vol. 29, No. 5 (May/June 1997). Plus, *CEC Today* will bring you a series of articles commemorating our history, the impact we have made in special education over the past 75 years, and our focus for the future.

We look forward to celebrating 75 years of promoting education for exceptional children with all of you. As always, our members are what make CEC the very special organization it is.

CEC Journal News!

Starting this fall, *TEACHING Exceptional Children (TEC)* will be published six times a year, and *Exceptional Children (EC)* while keeping the same total number of pages, will be published four times a year. Look for exciting, informative articles about the newest and best practices in special education and special education research in CEC's respected and award-winning journals.

Remember, CEC serves as a forum for our members to share their work with other professionals in the field. We welcome your contributions to *TEC* and *EC*. Please note the following address changes when submitting manuscripts for publication.

Send manuscripts for *TEC* to:
Dave L. Edyburn
Editor, *TEACHING Exceptional Children*
Department of Exceptional Education
679 Enderis Hall
University of Wisconsin-Milwaukee
2400 E. Hartford Ave.
Milwaukee, WI 53201-0413

Send manuscripts for *EC* to:
Bob Algozzine
Editor, *Exceptional Children*
Office of Faculty Development
and Research
University of North Carolina, Charlotte
9201 University City Blvd.
Charlotte, NC 28223

Access author guidelines on CEC's web site http://www.cec.sped.org/bk-menu.htm or call 800-232-7323.

CEC Salutes Juniper Gardens Children's Project

CEC is proud to recognize the Juniper Gardens Children's Project (JGCP), one of CEC's 1996 Research Award winners, for the outstanding contributions it has made to special education. JGCP is a community-based program in an impoverished neighborhood that is devoted to improving the developmental outcomes of all children in the context of their homes and schools.

The outgrowth of the idealism and hope of a group of educators, university professors, parents, and community activists in the '60s, JGCP has been serving the children and families of Northeast Kansas City for 30 years. It has been instrumental in bringing educational and medical services to the neighborhood, advancing new research methodologies such as observational assessments, and providing graduate and postdoctoral training for special educators.

JGCP's contributions to special education include classwide peer tutoring strategies, which are being used in inclusionary programs today; inservice and parent educational training programs; and school-based practices for children with autism. In addition, JGCP has developed techniques to improve the effectiveness of early intervention, strategies for child behavior management, and procedures to accelerate the development of communication skills and language acquisition among inner-city children.

It also created techniques to improve the effectiveness of special education; integrate children with disabilities into general education classrooms; and assess child, parent, and teacher performance in school, home, and community settings.

"The JGCP has been a seminal force in producing best practices, tools, and critical knowledge for educating students with at-risk and disabling conditions in our field," said a colleague. "It has been an inspiring beacon of competence, dedication, and the highest quality of research during its existence."

JGCP further serves as a haven of opportunity for upcoming educators, providing graduate and postdoctoral training. Students from special education and the field of human development and family life complete their research requirements, provide input in JGCP projects, and keep JGCP staff current in methodologies, according to Charles Greenwood, JGCP's director and a member of CEC Chapter #436.

JGCP's substantive work continues today. The center is currently conducting research in numerous high-profile areas, including studying the effects of prenatal drug and alcohol exposure on school-age children, creating strategies to increase oral language skills in English as a Second Language programs, and developing transition skills for preschool students who are at risk or have disabilities so that they can move smoothly from one activity to another. JGCP is also developing a blueprint on how researchers can work with schools to reduce the time it takes to move effective research into practice.

While JGCP's work has been acclaimed over the years, CEC's research award meant something special to the JGCP staff, according to Greenwood.

"It confirms the 30 years of work conducted by two generations of community and university faculty," he said. "Our contributions to the community are more widely known than those to special education. It (the CEC award) means that we're all very pleased and very motivated and even more committed to what we are doing here." ■

Help CEC Get to Know You!

CEC has many different types of members, each of which is important to the association and each of whom we want to serve better. Please help us learn more about you by completing the "Help CEC Get to Know You" survey. Check the category that best describes you—you may belong to more than one—and return the form to CEC Headquarters. Each person who returns a survey will have his or her name placed in a drawing for a FREE convention registration, publication, or T-shirt. You have three chances to win, so return the survey today!

☐ **Information Junkie**: I like receiving CEC's journals and enjoy reading selected articles at my leisure. I enjoy reading about new innovations in the field and applying what I learn in my career, but I am not interested at this time in participating more actively in CEC's unit and national activities.

☐ **Busy Bee**: I join every committee, run for every office, and volunteer for every task force possible because I enjoy being part of the action. CEC provides opportunities to enhance my leadership skills.

☐ **Knowledge Sharer**: I belong to CEC because I value attending the national conventions, state conferences and/or chapter meetings and sharing and exchanging knowledge. These meetings provide opportunities for me to "flaunt my stuff" and learn what others are doing in special education.

☐ **The Supporter**: I joined CEC because CEC's advocacy for "improving educational outcomes for all exceptional students" is important to me. I would continue to belong with or without journals, because I want to support the organization's overall mission.

☐ **Expert Schmoozer**: I value my CEC membership because, through my involvement, I can rub elbows with leaders in the field and advance my career.

To qualify for a *FREE* gift,
return this PAGE to CEC by September 1, 1996.

Name ____________________

Job Title ____________________

Specialty Area ____________________

Exceptionality/Age Group You Work With ____________________

CEC ID Number ____________________

Address ____________________

City, State, Zip ____________________

Return to:

CEC Today
CEC Headquarters
1920 Association Drive
Reston, VA 20191-1589
FAX: 703/264-9494

inside

JULY 1996 VOL. 3 NO. 1

CEC Today is published by The Council for Exceptional Children, 1920 Association Drive, Reston, VA 20191-1589, Telephone 703/620-3660, TTY 703/264-9446, lyndav@cec.sped.org.

CEC Today is not copyrighted. Members are encouraged to copy and disseminate information in this publication.

CEC President: Gerald L. Hime

Executive Director: Nancy D. Safer

Editor: Lynda C. Voyles

Contributing Editors: Jacki Bootel, Department of Public Policy; Jean Boston, Publications and Professional Standards; Jane Burnette, Grants and Contracts; Brian Carroll, Professional Development; Grace Zamora Durán, Membership; Karen Vermaire Fox, Student CEC; Stephen Gregory, Marketing; Jeanne Glover, Membership; Shelia Mingo, Ethnic and Multicultural Concerns

Gifted Education Reaches Out to the Nontraditional Gifted Student 1
CEC's Web Site Offers Clearinghouse Information 1
CEC Salutes Juniper Gardens Children's Project 2
Help CEC Get to Know You! 3
Advocacy in Action 4
Student CEC Spotlight 6
CEC "Stands for Children" 7
CCEC Prepares to Join the World-Wide Web 7
Division Focus 8
Professional Advancement 10
Member to Member 12
CEC Welcomes Its Newly Elected Leaders 13
Speaking Out 14
Classified Ads 15
Calendar of Events 16

Advocacy in Action

CEC Joins Education Coalition to Develop Recommendations on the Reauthorization of IDEA

House Committee Incorporates Many of Coalition's Recommendations into New Bill

During late April and May, CEC took a leading role in the Parent/Educators IDEA Partnership, a coalition of representatives from special education, general education, parents' groups, and disability advocacy organizations to address concerns surrounding H.R. 3268, the House's bill to reauthorize the Individuals with Disabilities Education Act (IDEA). A coalition of all the major stakeholders in IDEA's reauthorization, which would carry more weight than any one organization, was needed to impact the drastic changes proposed in the House bill.

On May 30, the House Committee on Economic and Educational Opportunities completed its markup of IDEA's reauthorization, incorporating many of the coalition's recommendations. Following discussions with the coalition, Committee Chairman Goodling introduced a substitute bill, which differed in many areas from the previous House version. A summary of some of the key amendments in the substitute bill are:

- **Discipline**—If a child with a disability carries a weapon, is involved with illegal drugs, sells or solicits the sale of medications, or causes serious injury while at school or at a school function, he or she can be moved to an appropriate interim alternative educational setting for the same amount of time that a child without a disability would be subject to discipline. However, the child with a disability may not be placed in an interim setting for more than an additional 45 school days.

In schools where disciplinary procedures for bringing a weapon, being involved with illegal drugs, or selling or soliciting the sale of medications while at school or a school function results in a child's expulsion without educational services, a child with a disability may also be expelled if she or he commits such an offense.

The bill also states that if a child who has not been identified as having a disability commits an offense, parents may assert IDEA protections if the school knew the child had a disability.

- **Individual Education Program (IEP)**—If a child with a disability is or may participate in general education programs, at least one general education teacher must be a part of the IEP team. Also, the term "benchmarks or short term objectives" is included in the bill.
- **Funding and Incidental Benefit**—Local education agencies can use special education and related services funds for services provided to a child with a disability in a regular class or education related setting, even if one or more nondisabled children benefit from those services.
- **Data Gathering and Overrepresentation of Culturally Diverse Students**—Each state will be required to provide data annually on the number of children who received a free, appropriate public education or early intervention services, participated in various settings, stopped receiving special education, or moved to an interim alternative educational setting. The data will be categorized by race, ethnicity, gender, and disability.

Also, each state would be required to determine if a disproportionate number of students from diverse backgrounds are identified as having disabilities and/or are placed in special education programs. If the state finds a significant disproportionality, the state must review and, if appropriate, revise the policies, procedures and practices used in identification or placement.

Areas of Concern

Though CEC is relieved that the House bill has incorporated many of the coalition's recommendations, we are still concerned about issues such as:

- The cessation of services for students with disabilities.
- Provisions for resources for research and development for children of all ages or across disability areas are not included in the bill.
- States who cannot find individuals who have the right qualifications to teach students with exceptionalities can receive waivers to employ nonqualified staff.

Also, while CEC appreciates the inclusion of professional development programs in the House bill, CEC remains concerned that other support programs such as technology and early childhood education are not authorized.

For further information on IDEA's reauthorization bills and CEC's recommendations, contact the Department of Public Policy at 703/264-9437.

FY 1997 Budget Resolution

Congress has taken a disappointing first step in establishing the budget for FY 1997. Both the House Committee on the Budget and the Senate Committee on the Budget passed a budget resolution—a blueprint of the budget for the coming fiscal year—that would balance the budget in 6 years with $576 billion in deficit reduction. Almost $300 billion of that savings would come from cuts in discretionary programs. Education funding would be frozen at the FY 1996 level. When taking inflation into account, freezing education funding between FY 1997 and FY 2002 would result in a 20% spending cut in education programs.

CEC Fights Parental Rights and Responsibility Act

CEC has been working to defeat the Parental Rights and Responsibility Act, S. 984. The bill prohibits any federal, state, or local government from interfering with or usurping the rights of the parent to direct the upbringing of his or her child. "Direct upbringing" includes decisions concerning the child's education, health, discipline, and religious teaching. The bill also includes withholding consent for medical treatment for the child.

Education advocates are concerned that this bill can allow a small minority of parents to sue schools on a wide range of issues, including religion, sex education, evolution, community service, de-

Correction: The Appropriations table in the June issue listed Senate Committee and FY 1996 appropriations for Special Education Personnel Development as $19.34 million. The correct figure is $91.34 million.

tention, class seating arrangements, immunizations, physicals, limitations to tobacco and alcohol use, disability screening, curfews, and dress codes.

Health Care Issues

Although publicity about the ongoing health care battle has diminished, work is still being done in this area. Following are CEC's positions on health care:

CEC supports:

- Increasing portability of insurance.
- Raising the minimum lifetime cap from $1 million to $10 million.
- Requiring that insurance programs offer as much support for mental health services as for physical ailments.

CEC opposes:

- Medical Savings Accounts (MSAs): While these would help the young, healthy, and financially stable, it would provide incentives for this population to pull out of traditional insurance programs. Many individuals with disabilities would not be able to benefit from MSAs and would likely face stiff premium increases due to a decreasing proportion of the young and healthy on the same insurance plans as those with disabilities.
- Administrative Simplification Provisions: Although we support the intent to increase efficiency and establish large data sets for quality assurance, these provisions do not provide sufficient confidentiality and privacy of client information.

"Ed-Flex" Program of Goals 2000 Gives Maryland School Waivers

Under the "Ed-Flex" partnership between Maryland and the U.S. Department of Education, Secretary of Education Richard Riley has awarded Maryland the authority to waive federal education rules and regulations if they get in the way of community efforts to improve teaching and learning.

Under Ed-Flex, the state can waive federal rules in exchange for accountability for student progress. Maryland school districts and schools can seek waivers from requirements of the Perkins Act and the Elementary and Secondary Education Act, including Title I, and other programs. Civil rights requirements will not be waived, nor are waivers allowable under IDEA. ■

Abbreviations and Terms for the Internet

URL	Uniform (or Universal) Resource Locator: the Internet "address" of a source or file.
http	Hypertext transport protocol: a standard that Web servers use to move text, images, and sound across the Internet.
html	Hypertext markup language: the coding or "tagging" language used to format files on the Web.
ftp	File transfer protocol: a standard for downloading or uploading (transferring) files from one computer to another over the phone lines.
gopher	Information retrieval software that locates materials from distant computers and displays it in an easy-to-use menu format.

Web Site, *from page 1*

Resources Information Center (ERIC), a federally-funded national information system that provides information on a broad range of education-related issues. ERIC EC is operated by CEC under a contract with the U.S. Department of Education, Office of Educational Research and Improvement (OERI), National Library of Education.

- **About ERIC EC**—Provides an overview of the ERIC Clearinghouse on Disabilities and Gifted Education (ERIC EC).
- **Searching the Database**—Provides direct access to the ERIC database through various options, including web, gopher, telnet, and TN3270 sites. Therefore, if one site is busy, there are alternatives for accessing the database through another site. The ERIC database contains abstracts of more than 850,000 documents, journal articles, and other print material, more than 60,000 of which address special and gifted education.

To begin a search, key in one or two terms of interest and submit your query. You may use Boolean operators (AND, OR, NOT) to expand or refine your search. Please note that the database does not include the full text of the actual documents or journal articles. However, information is provided on how to obtain a hard copy of these publications.

- **AskERIC Question-Answering Service**—Through AskERIC, your electronic question is forwarded to the appropriate ERIC clearinghouse. Questions on disabilities and gifted education are forwarded to ERIC EC, which provides a research-based response, usually within 48 hours.

This section also links to the Ask ERIC Virtual Library (AEVL). Investigate the AskERIC Toolbox, AskERIC InfoGuides, AskERIC lesson plans, special projects, education listserv archives, ERIC system resources, the ERIC calendar of education-related conferences, and much, much more! Also, take a peek at the famous AskERIC Cow Gallery.

- **Digests, Fact Sheets, Frequently Asked Questions (FAQs)**—ERIC digests are brief, research-based overviews on current topics in education. The full text of digests prepared by ERIC EC are available here. Fact sheets are compilations of resources that are requested often. Included are addresses of disability-related organizations, sources for grants, annotated bibliographies, reading and resource lists on specific topics, and other useful information. The FAQs offer responses to the questions we are asked most frequently. Our responses include relevant citations from the ERIC database, plus additional resources where appropriate.
- **Listservs**—Presents our collection of specific e-mail-based discussion groups on the Internet arranged by topical area. Topical areas include adaptive/assistive technology, art education and disabilities, attention deficit disorder, bilingual education, blind/visual impairments, deaf/hearing impairments, disability/legal issues, Down syndrome, lists for kids, gifted education, home schooling, learning disabilities/special education, and medical/mobility/other health impairments.

Other lists focus on academic subject-related, adult education, computer technology, discipline/violence, dis-

Continues on page 11

3 NEW Products from CEC

A Collaborative Approach to Teaching Social Skills by Cynthia Warger and Robert Rutherford, Jr.

Designed for educators who are working together on teams or as partners, such as classroom teachers, special education teachers, guidance counselors, school psychologists, and paraprofessionals. The approach combines an instructional framework with a collaborative model. The material is presented in a loose-leaf notebook and is supported by a video that features teachers using the approach in elementary classrooms. The material offers total flexibility in planning and implementing lessons. #S5177, Regular Price $99, CEC Members $89

Assess for Success: Handbook on Transition Assessment, by Patricia L. Sitlington, Deborah A. Neubert, Wynne Begun, Richard C. Lombard, and Pamela J. Leconte

Helps the IEP team decide what to assess and how assessment data should be collected and used for career development. Case studies illustrate how this concept applies to students with different levels of ability and different career visions. Provides strategies for assessing self-determination skills. #P5155, Regular Price $30, CEC Members $21

The IEP Planner for LCCE Transition Skills

Allows teachers to incorporate Life Centered Career Education (LCCE) Skills into students' IEPs. Each competency from the LCCE Curriculum is listed along with up to 9 objectives for each of the 97 competencies—more than 400 objectives all together. Teachers can edit objectives or add special goals and objectives as needed. Easy to update for annual reviews and progress reports. You can even import your own district's curriculum. The package includes:

- Disks for Macintosh and DOS-based computers containing LCCE objectives and an IEP form template
- A spiral-bound book of codes for LCCE competencies and goals and the IEP form
- A copy of *Life Centered Career Education: A Competency Based Approach*, the foundation text by Donn E. Brolin.

If you are not totally satisfied with this package, return it for a full credit to your account. #S5174 Price $220

Call 800/232-7323 to place your order!

Meet Student CEC's New Officers!

At CEC's 1996 annual convention in Orlando, FL, Student CEC elected the following members to the Student CEC Executive Committee. CEC wishes SCEC's new officers the best of luck as they fulfill their term of office.

- **Doreen Kim**, SCEC President, is a doctoral candidate in special education at Purdue University in Lafayette, IN. She has served as a teacher of students with emotional disabilities/learning disabilities, a curriculum development specialist, and as adjunct faculty at The Master's College in Newhall, CA. She has held several leadership positions within CEC, including student liaison to the Subcommittee on Knowledge and Skills and member of the Ad Hoc Committee on the Student Definition.

As SCEC President, Kim hopes to elevate the level of awareness, acceptability, and attitude concerning special education as a career. In addition, she will work to strengthen SCEC, increase membership, and develop programs designed to meet the needs of all CEC's student members. Kim foresees SCEC working closely with the CEC leadership to help advance the goals of individual members, as well as that of the association.

- **Sandie Benz**, SCEC Vice President of Committees, is currently earning her masters degree at Buffalo State College with a concentration in the Infancy/Preschool Special Education program. While in school, Benz works as a Leisure Education Specialist for Community Services, a local agency for developmentally disabled individuals.

Benz is excited to take on the position of Vice President of Committees. She plans to continue to develop the SCEC communication network and to set up committees that truly represent SCEC members, striving to develop a diverse group from different states and provinces. Finally, Benz will work to unite students in special education across the country.

- **Lisa Modica**, SCEC Ontario Student Liaison, is a graduate student in early childhood education at Ryerson Polytechnic University. She currently teaches English as a Second Language to children and adults and designs teaching materials and aids to help children with multiple needs.

As Canadian Student Liaison, Modica hopes to bridge the gap between "borders." She envisions working closely with the SCEC Executive Committee to develop and promote programs that create common bonds between U.S. and Canadian SCEC members, as well as enhance cross-national professional development and collegiality.

- **Vanessa Nielsen**, SCEC Vice President of Programs, is a junior at Southern Utah University. She came to special education after working as a paraprofessional in an elementary school and is looking forward to student teaching.

In her term in office, Nielsen will work to build student chapters by increasing membership and developing vital chapter activities and events. This will help strengthen CEC on the state/province and national levels and provide students with a professional affiliation they can trust to meet their needs professionally and personally.

- **Alison Ramp**, SCEC Vice President of Communications, is earning her undergraduate degree in special education at the University of Southern Mississippi. Though still a student, Ramp has already begun serving students with special needs. She works at a local gym teaching students with disabilities adaptive physical education, helps to increase awareness of students with special needs, and takes a leadership role in the SCEC chapter.

In her new role, Ramp would like to create an easy, workable system for student communication. She sees her role as a means to give students a voice in the association, as well as to ensure they get the information they need. ■

CEC "Stands for Children"

CEC is proud to have been an endorser for the "Stand for Children" rally, which took place on June 1, 1996, at the Lincoln Memorial in Washington, DC. Approximately 200,000 people from across the nation responded to the call. Students, private citizens, and celebrities urged attendees to "Put children first."

The day's activities included appearances by "ordinary folk"—adults and youth—who shared their stories of overcoming childhood adversity, a variety of musical and theatrical performances for and by youth, and a children's march across Memorial Bridge. The message that children and family are important and need our support came through loud and clear. CEC's participation in this historic event furthers our goal of working for children.

The march was sponsored by the Children's Defense Fund. ■

canada

CCEC Prepares to Join the World-Wide Web

Soon Canadian CEC will have a Home Page on the World-Wide Web, and its home page address will be: http://schoolnet2.carleton.ca/, English, to be active by summer 1996, http://borg.engr.mun.ca/. As part of its home page development, CCEC is helping to establish a special education section within the Software Evaluation Service (SES), a database of educational software.

As participants in the ground-level of the site's design and development, CCEC first plans to establish software evaluation criteria that are both specific to special education and consistent with the goals of CEC. Using these criteria, special educators will evaluate the software, as well as commercial products and those developed by practicing educators, and post the evaluations on the SES. In addition, CCEC hopes to establish an interactive Internet site, available to CCEC members, that will provide a forum for special education debate, a source of online assistance, and a bulletin board of upcoming events.

The Ottawa committee working on this project consists of administrators from CEC, the Ontario Ministry of Education, the Ottawa Public and Separate Schools Board, the University of Ottawa, Algonquin College, and retired school superintendents.

We need your help! If you are familiar with a piece of software that has proven helpful in the education of a special needs learner or would like to serve on an evaluation team, please contact Bill Gowling, 613/747-9226. Your chapter is also welcome to become actively involved in the development of our products.

Members are also invited to visit the Canadian section on CEC's home page: http://www.cec.sped.org. ■

CEC Headquarters Honored for Community Service

On May 30, 1996, CEC Headquarters was recognized for its participation in the Fairfax County Public School's Department of Student Services and Special Education Career and Transition Programs and Services.

CEC Headquarters has participated in the program since 1991, providing work experience opportunities for area high school students who have exceptionalities. We are proud to work with the schools in this way, and we are proud of the students who give us their time, talent, and enthusiasm.

Summer School for Educators!

CEC's Professional Development Series Puts You Ahead of the Class!

Our first 1996-97 Professional Development Series is sure to give you information that will make your entire year easier and smoother. Join us for 2 days of innovative learning strategies, collegiality, and fun! Choose 2 full-day workshops from the following:

- **Keeping Students with Disruptive Behavior in the Classroom**
- **Accommodating Students with Mild and Moderate Disabilities in Inclusive Settings**
- **Transition: Student-Centered Planning**
- **Supervising Paraeducators: A Strengthened Partnership**

Where: Minneapolis, MN
When: August 15-16, 1996

Registration Fees

Preregistration:	Members	$199
	Nonmembers	$249
On-site:	Members	$199
	Nonmembers	$249

Call today! **800/224-6830**

Division Focus

CASE

The Council of Administrators of Special Education

CASE has worked with CEC and other associations this summer to ensure an improved IDEA reauthorization. Numerous drafts have been reviewed, comments submitted, and members of Congress and their staff contacted to share concerns of local administrators regarding the reauthorization. CASE members have also worked for increased appropriations for all the IDEA programs as well as other federal programs that benefit students with disabilities.

Work is also moving forward on the development of professional standards for persons who administer special education programs. The CASE Research and Development Committee, chaired by Margaret McLaughlin, is developing standards for special education administrators and for building-level administrators who also supervise programs for students with disabilities.

CASE president Pat Guthrie announced that Edward Lee Vargas will serve as the new chair of the CASE Policy and Legislation Committee. Vargas joined the CASE Executive Committee on July 1, 1996.

Members of the CASE Executive Committee will meet in Washington, DC, prior to the CEC Leadership meeting in July. They will discuss their new roles, attend the CEC Leadership meeting, and meet with Congressional members.

The CASE International Conference on Public Policy in Special Education, scheduled for November 21-23, 1996, at the Yacht Club in Orlando, FL, will feature speakers from both general and special education as well as Canadian representatives. Registration brochures will be mailed to CASE members this month. Any nonmembers who are interested in attending are urged to contact the CASE office to obtain registration materials, 505/243-7622.

CCBD

The Council for Children with Behavioral Disorders

You don't want to miss the West Coast Special Education Conference, "Developing Parent and Professional Partnerships," which CCBD is co-sponsoring. The conference, to be held November 8, 1996, in Anaheim, CA, will feature nationally-known leaders in the field of behavior disorders, including Ivar Lovaas, Director, Young Autism Project, UCLA; William Pelham, Director, Attention Deficit Disorder Program, University of Pittsburgh School of Medicine; Bernard Rimland, Research Psychologist and Director, Autism Research Society, San Diego State University; Eric Schopler, Founder and Co-Director, Treatment and Education of Autistic and Related Communication Handicapped Children Program, University of North Carolina, Chapel Hill; and Stanley Swartz, Director, University Center for Developmental Disabilities, California State University, San Bernardino.

CCBD also offers opportunities for individuals to present at the conference. The deadline for Call for Presentations is July 31, 1996. For more information, call Kim Laschober, 909/880-5977.

DCDT

The Division on Career Development and Transition

In the reauthorization of IDEA, there is a great deal of discussion about focusing special education on student outcomes. Career development and transition services are about just that—improving the likelihood that a young adult with a disability will leave school prepared to live and work in the community—and realizing this goal begins in preschool and elementary school and continues throughout life.

DCDT offers our profession opportunities to develop practices that contribute to achieving the goal of full community participation. More than 20 states have active DCDT subdivisions, and DCDT is offering incentives to increase this number. To be active, a state subdivision must have a constitution and established officers on file with the subdivision representative. This year DCDT will offer financial incentives to states that take on new projects and activities that further our goals!

DEC

The Division for Early Childhood

DEC's twelfth annual conference will be held December 8-11, 1996, in Phoenix, AZ. Parents, educators, and other individuals meeting the needs of young children should attend. The conference is a wonderful time to network with other service providers and parents, attend a research presentation, cruise the information network, discuss issues in the field, and give your subdivision a greater voice at the DEC annual meeting. Attendees will learn practical strategies for the classroom or home setting.

The editor of the *DEC Communicator* is seeking information for publication in next year's issues. DEC is looking for articles from subdivision presidents reporting on what's happening in their subdivision. Let DEC feature the great work you are doing! In addition, we are looking for information for the parent and teacher tips segments of the *Communicator*. You can also purchase advertising space for a fundraising product or event sponsored by your subdivision. Help make these newsletters a mechanism for celebrating success and sharing information.

Early childhood net surfers can now obtain DEC information quickly via a computer/modem. All you need is access to the Internet and a web browser such as Netscape or through a provider such as Prodigy. If you want to help expand this effort or seek more information, contact Linda Frederick (linda.frederick@uchsc.edu) or call the DEC Executive Office, 303/620-4579.

MRDD

The Division on Mental Retardation and Developmental Disabilities

MRDD invites all CEC members to attend its Fifth International Conference on Mental Retardation and Developmental Disabilities, "Goals 2000: Education in a New Century," to be held in Austin, TX, on October 11-13.

Keynote speakers include: Marilyn Friend on Team Teaching/Collaborative Teaching; Donald Bailey on Early Childhood—Present and Future Trends; and Gary Blumenthal, Chairperson of the President's Commission on Mental Retardation. Also, J. David Smith and Tom E.C. Smith will co-chair a session to elicit member input on the possible development of an educational definition of mental retardation. For more information on this MRDD conference, contact Linda Easton, 1431 Hidden Creek S. Dr., Saline, MI 48176, or Tom Bartels, Fax: 708/548-2508.

Iris Kerbis Puccini is chairing MRDD's 75th CEC Anniversary Committee, which will plan for MRDD contributions to and activities at CEC's 75th Anniversary, to be celebrated at the 1997 CEC convention. For more information or to submit suggestions, please contact Puccini at 708/480-9093 (H).

Gifted, *from page 1*

thinking ability, tests that excluded many students of diverse cultures or those from low economic status, as well as students who thought differently, from qualifying for gifted services. In addition, these tests mandated that a child be "gifted" in all areas and precluded children who had gifts and talents in one or two specific areas from receiving services.

Some educators have charged that gifted education, particularly when conducted via ability grouping, sets up an "elitist" society within schools. Too often, students in gifted programs receive the best teachers, best curriculum, lowest student-teacher ratios—all the best that education has to offer—while everyone else gets what's left over, these critics contend.

Another complaint against gifted education is that many of the programs developed for gifted students are also appropriate for children in general education classes. Therefore, the question arises: Why is there a need for these programs for a certain set of students?

Finally, some individuals say that gifted education is not needed, that because these students are bright they will "make it" without special services.

Gifted Education's New Focus

Contrary to what some may think, gifted education programs are essential if we are to meet the needs of students with gifts and talents. Research has shown that if these special students do not receive education that is appropriate to their needs, we lose them.

"Without our assistance, gifted students won't learn to the maximum extent," said Lowell Harris, Director of the Exceptional Children Division in North Carolina's State Department of Public Instruction. "Gifted students have as many problems as other students, and sometimes more. It is critical we learn how to teach these kids and give them opportunities...deal with their problems. Many are bored to death because they have already learned what the teachers are teaching. Some of these kids might go on to become leaders, but the gifted are apt to drop out. This is wasteful."

Gifted education has initiated several new programs and ways to provide gifted education to address the concerns expressed about its programs and to improve services for students with gifts and talents.

New Ways to Identify Giftedness

Gifted education is making great strides toward providing its services to more students by changing the way qualified students are identified. Some gifted education leaders, such as June Maker, University of Arizona professor of special education and member of CEC Chapter #195, are developing new tests to identify gifted students. As part of Maker's project, Discover: Discovering Intellectual Strengths While Observing Varied Ethnic Responses, she uses an assessment process that tests problem-solving abilities, spatial abilities, oral storytelling, and written storytelling skills. By using a test that allows children to display different types of reasoning, many students of different cultures, who would have been overlooked before, are identified as gifted.

"We must recognize that reasoning is not better if it is linear," said Maker. "It's equally important if it's geometric. Visual thinking is just as important as verbal thinking. The new technologies require people who are more visual and spatial, but the instruments we use to identify giftedness are highly verbal. The future depends on some changes in thinking."

Other schools are expanding their definition of giftedness. Rather than identifying students by a score on a test, educators are looking at a student's "total talent portfolio," according to Joseph Renzulli, Director of the National Research Center on the Gifted and Talented and member of CEC Chap-

Continues on page 15

Model Gifted Programs

Several programs are in use that represent some of the best practices for gifted education. Following is a short list of some current programs used in gifted education.

Personalized Education Plan—Individualized education plans for gifted students, which include information used to identify the students' giftedness; a chronology of gifted program work; and future instructional plans, such as participation in competitions, work with a mentor, work with the gifted teacher in a special room, etc.

Odyssey of the Mind—A creative problem-solving program that may be offered as a curricular or an extracurricular activity. Students solve unusual problems in groups of 5-7, and students with different abilities can contribute. It involves regional and a national competition.

Future Problem Solving—A year-long program in which teams of four students use a six-step problem-solving process to solve complex scientific and social problems.

Magnet High Schools—Special schools that attract students who excel in particular subject areas, such as science and technology, the arts, math.

Distance Learning—Schools provide advanced courses through teleconferencing and the Internet.

Mentoring—Pairing a child with an adult or older student who is very knowledgeable in a particular area or field.

School-wide Enrichment—Schools provide problem-solving skills, graduating from simpler to more complex problems, for all students.

Problem-based Learning—A program in which educators present students with a problem, many of which are based on real-life. While solving the problem, students learn content and enjoy what they are doing.

Gardner's Seven Intelligences—A theory of intelligence that individuals use seven autonomous intellectual capacities to solve problems and create products.

For more information or contact persons, call Facts by FAX 703/264-9420.

National Research Center on the Gifted and Talented Sets New Agenda, Wants School Districts to Participate

The National Research Center on the Gifted and Talented (NRCGT) is planning to conduct seven new research studies over the next 5 years. Topics include professional development activities for classroom teachers, student leadership, the use of linguistics and culture to teach and evaluate culturally diverse students, and Sternberg's triarchic theory of intelligence.

The NRCGT works with 339 school districts in all states and territories to conduct its research and would like additional districts to join its network of Collaborative School Districts. If your district is interested in becoming a NRCGT Collaborative School District, contact The National Research Center on the Gifted and Talented, University of Connecticut, 362 Fairfield Road, U-7, Storrs, CT 06269.

The NRCGT is run under a cooperative agreement with the U.S. Department of Education by a consortium that includes the University of Connecticut, City University of New York, City College, Stanford University, and Yale University. The cooperative agreement is funded through the Jacob K. Javits Gifted and Talented Students Education Act of 1994.

New National Center to Enhance Early Development and Learning

The U.S. Department of Education awarded the Frank Porter Graham Child Development Center at the University of North Carolina at Chapel Hill a 5-year, $14 million contract to operate a new early childhood research center. The center will focus on four areas of study: quality in early childcare settings and barriers to quality childcare; transitions to kindergarten; interventions for children who fail to thrive, are aggressive or antisocial, or come from illiterate families; and policy barriers and facilitators for improving quality in general early childhood education.

CEC Media Packages for Gifted and Talented Students

CEC's National Training Program for Gifted Education has just completed a 3-year project culminating in three products that will help educators implement strategies to develop gifts and talents. With these tools, you will understand more about using gifted education concepts in the classroom or the home.

Gifted Education and School Reform: Making the Connection

VIDEO: A fast-paced video that lays out the tensions between leaders of gifted education and school reform. Both groups show concern for serving the diverse needs of students who are gifted but struggle with the ways those needs should be met. This video sets the stage for dialogue among parents, school board members, administrators, and teachers. It models a process for working through differences and arriving at mutually agreed upon recommendations for serving children who are gifted. (#M5089, includes 30 min. video and book).

BOOK: ***Toward a Common Agenda: Linking Gifted Education and School Reform***—A 38-page report that summarizes the outcomes of a recent symposium. The report examines the fundamental tensions as well as the shared commitments of reformers and gifted advocates. A point of balance is found in a student-centered perspective. Barriers to progress and bridges for future cooperation are specified. (#P5088 book only).

In Balance: Gifted Education and Middle Schools

VIDEO: The focus is on the specific tensions between advocates for the "middle-school" philosophy and advocates for gifted programs. Considerable footage is devoted to hearing the voices of the students. We learn that students want both integrated and separate learning experiences at different times and for different purposes. Once again, common ground is identified as both groups of educators resolve to try to establish learning environments where all students' needs are met. (#M5148, includes closed-captioned 30 min. video and book).

BOOK: ***Gifted Education and Middle Schools***—Packaged with the video and includes reprints of articles from the *Journal for the Education of the Gifted*, the *Middle School Journal*, and other resources. A script of the video is also provided. (#P5148 book only).

Curriculum for Nurturing Giftedness in Young Children

VIDEO: Provides a revealing look at young children who are gifted or talented in various ways and suggests ways their talents can be nurtured at school and at home. Educators and parents share their experience in recognizing giftedness as problem-solving ability. Some ways to adapt curriculum are offered. This video provides ideas for classroom units and some easy-to-use methods that have worked in different settings. (#M5156 includes closed-captioned 30 min. video and book).

BOOK: ***Nurturing Giftedness in Young Children,*** by C. June Maker, a specialist in gifted education, and Margaret A. King, an early childhood specialist, tells how to create classrooms that are humane, nurturing, and exciting. It is about real children in real classrooms, grades K through 3. The book centers around 20 practices such as the importance of knowing the children; accepting diversity; and providing a learner-centered, teacher-facilitated curriculum. (#P5156 book only). ■

Save 50% through December 31, 1996*, when you purchase all three video packages. Normally priced at $99 per set, this special offer allows you to add all three programs to your resource library for just $150. #M5176X*

To order, call 800/232-7323. Purchase order, VISA, and MasterCard accepted.

Web Site, *from page 5*

from page 5

tance education, early childhood, elementary education, general education, and research. Entries are not currently linked to the address listed, but directions tell you how to join a listserv.

- **Links to Other Information Sources**—Connect to numerous other organizations and resources that offer information of value, such as electronic connections to government, university, organizational, and commercial resources that address special needs, disability issues, or gifted education.
- **Gifted Education**—This section includes digests, fact sheets, databases, and FAQs that specifically address gifted education.

The National Clearinghouse for Professions in Special Education

URL: *http://www.cec.sped.org/ncpse*

The National Clearinghouse for Professions in Special Education (NCPSE) is an information resource for professionals and potential students in special education and the related services professions. As the only national information center of its type, the Clearinghouse gathers, develops, and disseminates information on recruitment, preservice preparation, employment opportunities, and attrition and retention issues. NCPSE also maintains the most current data on personnel supply and demand.

- **Professional Preparation Programs** offers information on how to select a graduate school for students who are interested in pursuing an advanced degree in special education, as well as a description of university preparation programs in special education and the related professions of speech-language pathology, occupational therapy, physical therapy, school psychology, and others.
- **Personnel Supply and Demand** contains articles on the demand for special education teachers, the need for special education and related services professionals, and demographic information.
- **Careers in Special Education and Related Services** includes the Clearinghouse's Career Pack, articles on the variety of professionals who provide services, and career resources available on a state-by-state basis.
- **Job Search Information** is a listing of state employment clearinghouses and placement centers for special education and related professions personnel. Also listed are the Comprehensive System of Personnel Development (CSPD) coordinators in each state. Soon to be added are the certification, accreditation, and licensure requirements on a state-by-state basis.
- **Support Networks** includes the Speakers Bureau Fact Sheet and a listing of associations for related professional services, such as the American Occupational Therapy Association (AOTA) or the National Association for School Psychologists.

The National Clearinghouse for Professions in Special Education (NCPSE) is operated by CEC under a Cooperative Agreement with the U.S. Department of Education, Office of Special Education Programs (OSEP). ■

CEC/DDEL 1997 Multicultural Symposium

Enriching the Tapestry of Cultural and Linguistic Diversity

New Orleans, Louisiana

January 8-10, 1997

Registration Fees:	*Preregistration*	*On-Site*
	$199 Members	$255 Members
	$249 Nonmembers	$310 Nonmembers

To register or for more information call: **800/224-6830**

TAKE IT FOR *granted*

Science Education Partnership Award—The National Center for Research Resources will fund partnerships of biomedical and behavioral scientists and educators working to improve student understanding of the health sciences. Deadline: Oct. 1, annually. Eligibility: Any organization with an education or science mission. Contact: Robert Hendrickson, 301/435-0760.

Solutions for Students Who Are At-Risk—The Eaton Corp. Foundation supports projects that prepare students from diverse cultures for employment; make math, science, and technology more interesting; and keep at-risk youths in school. Deadline: None. Eligibility: School districts, arts and cultural organizations, and other education-related nonprofits in the company's operating communities in 30 states. Contact: James Mason, 216/523-5000.

School-to-Work Opportunities (Indian Program)— The Education and Labor departments will fund projects that develop and implement school-to-work education plans for American Indian youths. Deadline: July 15, 1996. Eligibility: Local partnerships that serve American Indian youths and involve Bureau of Indian Affairs-funded schools. Contact: Laura Cesario, 202/219-7300.

Head Start Fellows Program—The Administration for Children and Families (ACF) is considering starting a program to provide professional development fellowships for local Head Start staff and others working in child development, child care, early childhood education, or health and family services. Deadline: ACF has not issued a request for proposals. It is accepting comments on the proposed program until July 15. Eligibility: Individuals working in local Head Start programs or in the field of child development and family services. Contact: To comment, Associate Commissioner, Head Start Bureau, Administration on Children, Youth and Families, P.O. Box 1182, Washington, DC 20013. For information, Dennis Gray, 202/205-8404.

Summer's Here!

BY SALLY PISARCHICK

How many times have you said, "This is the summer when I will...."—only to find September stress looming large? The summer is over, and you didn't do all—or any—of the things you really wanted to do.

Don't let that happen this summer. Schedule your summer just as seriously as you scheduled your academic year. Only this time, orchestrate the music you dance to. Set the tempo by managing your time. Then you'll look back at this summer as a time of relaxation, fun, and accomplishment. Following are some suggestions to get you started.

Disconnecting (Dancing Solo)

Disconnecting requires some advance planning. Take time to choose activities that meet the following criteria: (1) provides "alone" time; (2) requires no "driven" concentration; (3) does not need someone else's approval, permission, or idea of status; and (4) allows you to feel free to stop at any point.

Doing the Disconnect

- Spend 24 hours in your bedroom sleeping, reading, whatever. Surround yourself with everything you need to ensure you will not have to emerge until absolutely ready. Create the illusion you want—bright or dark. Prepare hot and/or cold drinks and snacks. Have plenty of trashy, funny, or scientific reading material. Rent special movies, and don't forget the remote.
- Plant a small garden, window box, commemoration tree, or plant to honor the birthday, accomplishment, or memory of someone you love.
- Plan a disappearance act. Inform your family/friends that on X day between X and X time you will be gone! Go somewhere and do something you seldom or never do. Be spontaneous. If you're afraid you won't have a clue, make an advance wish list.
- Splurge on a whole day at a local spa. Get a full body massage, manicure, pedicure, and a total new "do."
- Create an "organized" memory. Gather up all the old photos, videotapes, letters, memorabilia. Create an album for yourself or each of the special people in your life.
- Begin your opus! Begin a "works in progress"...a painting, poem, piece of music, autobiography, novel, or special project. It may become an ongoing labor of love.
- Beat the crowd. Do next December's holiday card writing. Wrap some gifts if you get really enthusiastic.
- Meditate—morning is best. Select a quiet place; relax all your muscles; take deep, slow, relaxed breaths. Empty your mind. When thoughts come into your consciousness, let them go.
- Build optimism. If your thoughts, words, or actions have become even a little pessimistic, it may be time for a mood swing. Look for ways to demonstrate appreciation, forgiveness, and acceptance.
- Keep a journal. Sometimes words or sentence fragments will trigger unexamined thoughts and new perspectives.

Connecting (It takes two—or more—to Tango)

Many fun and/or stress reducing activities may take concentration, time, and energy. But it's worth it. If time, money, and/or family responsibilities keep you from trying the following suggestions, barter with someone in similar circumstances; i.e., you watch my pet, kid(s), house, etc., and I'll watch yours. If all else fails, pay someone. You can't take it with you!

Connecting and Reconnecting

- Have a pajama party or a camp out. Invite four-six of your best, most fun friends. Send your kids, parents, spouse, etc. off somewhere together. Plan games, food, music, and maybe some harmless pranks.
- Surf the Internet. Open a "chat room" you've never entered before. Get to "know" a few dozen new intimate friends.
- "Do" the nearest city. If you live within 1-2 hours of a metropolitan area, get all the "tourist" information from the chamber of commerce and check out all the low cost and freebie places and events.
- Create a fundraiser carnival on your street. Gather up kids of all ages. Create a theme, and have white elephant prizes for the concessions. Establish some contests, i.e., most valued neighbor.
- Learn/teach a new skill. You always wanted to learn the electric slide, Tai Chi, or the fine art of basket weaving. Now's the chance. Sign up for a local course or rotate teaching with your colleagues.
- Volunteer some of your time for others: reading to the blind; taping books; visiting nursing homes, hospitals, prisons; work at the food bank, on civic or community projects; or try volunteering so you can hang around the opera theater, Rock & Roll Hall of Fame, etc.
- Become a mentor and/or mentee. Mentor a young person who needs some help or guidance. Also, look for someone with whom you can confide. There are lots of retired educators (or break out of your field) who would be flattered to share their talent, time, and experience.
- Do the proverbial family reunion. Someone has to take the bull by the horns and make it happen. Why not you? Computerize the family address list, and enlist some help from a favorite cousin, uncle, or niece.
- Start a "Bridge-over-Business." Many a person's hobby has become a second career. ■

Sally Pisarchick is the Director of the Cuyahoga Special Education Service Center and a member of CEC Chapter #13.

CEC Welcomes Its Newly Elected Leaders!

At the CEC convention, CECers elected three members to positions on the 1996-97 Executive Committee. Please join us in welcoming these members to their new posts.

Rosalie Dibert, special education teacher in Pittsburgh, PA, is an accomplished educator and author. A former CEC Clarissa Hug Teacher of the Year, Dibert's educational roles include teacher, tutor, and counselor of students with disabilities. In addition, she has published numerous articles that have added knowledge to the field and served as a guide to others at all stages of their careers.

An active member of CEC, Dibert has contributed to CEC's local, state, and national activities and helped advance CEC's goals and objectives. With her vision and knowledge, she has helped lead the field and the association.

Dibert's goal as a CEC Governor-at-Large is to listen to and speak for teachers. By giving teachers this voice, she hopes CEC will be strengthened and teachers will gain the resources and help they need. She plans to work with teachers to learn about their concerns and develop support and information networks to assist them. Dibert will also work toward extending CEC's mindset to automatically consider the needs of persons with cultural and linguistic differences in our schools and society.

Sharon Ishii-Jordan, an assistant professor in special education at the University of Nebraska-Lincoln, brings a breadth of experience to special education. She has served as director of the educational program of a psychiatric facility, an educational therapist, and a special education teacher. Ishii-Jordan's research and training grants have included topics related to working with culturally/linguistically diverse students who may also have special needs, students with cultural differences who have been identified with behavioral/emotional disorders, and teacher expectations and strategies for students who may be both culturally diverse and have behavioral problems.

Ishii-Jordan has served CEC in numerous capacities. She has been instrumental in advancing CEC multicultural initiatives and has held leadership positions for CEC federations and divisions.

As a CEC Governor-at-Large, she hopes to support the individualization of needs in national and CEC policies and as we face federal and local tendencies to neglect the special needs of all students.

Gerry Reynaud is a 30-year veteran of special education in Missouri as a teacher and administrator. He currently serves the Park Hill School District in Kansas City, MO, as Special Services Director. As an educator of students with disabilities and supporter of the special education profession, Reynaud has advocated for and influenced the advancement of educating students in the least restrictive environment while maintaining a continuum of services to accommodate all students.

As a member of CEC for the past 26 years, he has surfaced as a leader at the local, federation, and division level.

During the next 4 years as vice president of the CEC Executive Committee, Reynaud intends to apply his leadership skills to advance the mission of CEC, promote harmony within the infrastructure of our association, increase our collaboration with other influential associations, and facilitate the vitality and growth of all CEC units. ■

CEC honor roll

Donald M. Casey, special education teacher at Stepney Elementary School in Monroe, CT, and member of CEC Chapter #224, was recently chosen by the Connecticut State Board of Education to have his curriculum project published through the 1996 CELEBRATION OF EXCELLENCE PROGRAM. The project, "Heralding Heroes and Heroines," is a multidisciplinary unit that enhances students' academic skills while studying role models.

EXTRA credit

NCIP Web Site—The National Center to Improve Practice's new web site contains discussion forums, NCIP library, video profiles, and links to other web sites. Its address is: http://www.edc.org/FSC/NCIP/. Also, NCIP has released four new videos showing how the implementation of technology made a difference in the lives of students with disabilities. Cost: $29.99 each. For more information, call 617/969-7100.

Computer Newsletter—*Compukids*, a newsletter designed for families and educators of children of all abilities, features articles that assist the reader in using new strategies for accessing the computer, selecting quality educational software programs, and creating activities for children. Subscription: $14.95. For more information, contact C&P Distributing, 5615 13th Ave. South, Minneapolis, MN 55417.

Very Special Arts—The *1996 Program Prospectus* describes Very Special Arts programs in the U.S. To receive a copy, call Azura Hassan, 800/933-8721.

Dismantling Two Decades of National Data

BY LINDA LEWIS

Almost unnoticed in the Individuals with Disabilities Education Act (IDEA) reauthorization is a move to dismantle the nation's 20-year-old national database on the education of children with disabilities. In its IDEA reauthorization bill, the Senate recommends eliminating most reporting by age and all reporting by disability category. In addition, reporting on personnel employed and need would be discontinued.

For two decades, these data have marked the progress being made in IDEA's implementation. The Senate proposal would dismantle the single best national archive of information on the education of children with disabilities in the world. For years, this database has exceeded that of all other nations in describing the status and changes in education services to students with disabilities. Chronicled in the *Annual Report to Congress*, these data are descriptive; are based on a census of the population served, and complement explanatory research studies, evaluations, and other data that provide estimates based on samples of children and case studies.

Unless swift action is taken, this information will be diminished significantly in scope and value.

Rationale for Proposed Changes

Following is a brief summary of the arguments for and against eliminating state reporting of special education data.

- **Eliminate Federal Incentive to Label Children**—In 1995, the Office of Special Education Programs (OSEP) stated a desire to reduce the stigmatizing effects and low expectations associated with assigning labels to children and avoid fostering "a narrow, categorical approach to evaluating, labeling, placing, and serving children." To accomplish this, OSEP proposed subsuming IDEA's 13 disability categories under two broader categories, mental and physical impairments, to determine eligibility for special education services. Having proposed limiting the use of disability categories for eligibility determinations, OSEP could not then justify requiring states to report data by disability category.
- **Reducing Administrative Burden and Cost**—The Senate says that ending data collection would reduce states' administrative burden and costs in implementing IDEA. However, since 1975, states have invested millions in front-end costs and building the current state data reporting system. As a result, states have developed a remarkable capacity to report on all children who receive a free, appropriate public education by age and disability category.

In addition, OSEP's special studies budgets have provided support for national data reporting through technical assistance, task forces, and studies. OSEP has invested heavily in the development of states' data systems to improve data reporting requirements to maximize utility, comparability, and interpretability of data across state lines; analyze the data for the public's use; and foster understanding of an appropriate use of state reported data.

- **Other Data Sources Will Be Developed**—Over the years, OSEP staff have informally reported that they receive more requests for analyses of state reported data than for any other information. However, OSEP claims that future gaps will be filled by conducting federally-funded state and national studies. Such investigations are extremely costly. The cost of state level data collection on an annual or even triennial basis through federally-funded studies would be prohibitive.

Implications of Proposed Changes

The proposal before Congress would require that states collect and report some data on children receiving FAPE. But, with the elimination of information by age and disability, these data will be of extremely limited use.

- **Limitations on Interpretability**—Under the Senate proposal, data will be reported by states as aggregates —each number representing extremely large populations of children. These data will be virtually uninterpretable since changes in population and placements experienced by particular groups of children (e.g., elementary school age children or those with mental retardation) will be undetectable. In fact, because children with learning disabilities constitute 51% of children served from age 6-21, state reported data will largely reflect the dominant effect this category of children has on the overall data reported.
- **Impact on Accountability/Oversight/Advocacy**—In the absence of interpretable data, advocates, policymakers, educators, and the public will no longer have access to information that historically has been used so effectively for a range of oversight and accountability functions. For example, organizations such as The Association for Retarded Citizens will no longer have state level data to draw public attention to the lack of progress in the education of children with mental retardation in general education nor to highlight the steady decline in the number of children with mental retardation served under IDEA. These proposals to cut back on state reporting signal to states that Congress is diminishing its commitment to oversight at a time when accountability is most needed.
- **Wasting Past Investments and Current Capacity**—Dismantling state data reporting will waste past investments made by federal, state, and local education agencies. States have the capacity to report by age and disability, and many will continue to collect these and other data because they will use them at the state level. However, the data will not be reported to OSEP, and over time, state level data will become less comparable across states as federal influence and requirements diminish.

CEC members should consider the consequences of reducing state data reporting requirements, weighing what will be lost against the purported gains. If you disagree, as I do, with the Senate plans, I urge you to communicate that message immediately. ■

Linda Lewis is the CAN Coordinator for the Division of Research and a program specialist at the University of Oregon.

Gifted, *from page 9*

ter #574. Educators look at youths' academic abilities, interests, motivational styles, preferred instructional styles, ways of expression, learning environment, and intellectual styles. By broadening the identification process, many students with great potential can be included in gifted programs, said Renzulli.

Educators are also allowing students to receive gifted services in the area(s) in which they excel, including the visual and performing arts, rather than requiring them to achieve an overall score to participate in gifted classes.

Also, in Maryland, students can self-nominate themselves for gifted programs, said Emily Stewart, a supervisor for gifted and talented education and President of The Association for the Gifted. Though the teachers warn students that these programs are challenging, they are getting a good range of students who choose to participate.

Providing Services to Gifted Students and Others

Though ability grouping has come under attack, most educators of the gifted agree that some grouping is needed. Given the time constraints on general education teachers who are already serving a wide range of abilities in a classroom, it is nearly impossible to also meet the needs of students who need curriculum compacted and taught at more in-depth levels. Overall, educators recommend a continuum of services be available for gifted students, ranging from enrichment in the general education classroom to special programs for profoundly gifted students.

Leaders in the field also advocate for cluster grouping—and regrouping—rather than keeping gifted students isolated from the mainstream, particularly at the elementary levels. Thus, sometimes gifted students will be grouped by ability, and sometimes they will be grouped with general and special education students by interest or to produce a product or service. At other times, they may work individually or with a mentor. As a gifted student develops particular interests or talents, he or she may prefer to attend a special school.

"It is a misguided belief that we don't need various kinds of grouping: intelligence, interest, common task," stated Renzulli. "In the real world, we come together across ability levels because we have a job to do or a service to deliver.... Enrichment clusters include all kids with a division of labor. It doesn't put everyone in a cookie-cutter curriculum."

Team-teaching is being used, as it is in special education, to expand the resources of general education teachers and serve children who have special needs. The gifted education teacher may co-teach with the general educator, or she or he may work with an individual or group of students on a particular subject or project. The gifted education teacher may also give inservices to help general and special educators learn more about providing instruction for gifted students.

"All teachers need to train in the nature and needs of gifted kids," said Judith Martin, education specialist from Texas. "Special educators are often more skilled than regular teachers (at providing gifted services) because they already know how to individualize and modify curriculum. They already have the tools."

"Every school needs a talent development coordinator, someone working with all the teachers on developing talent and as a resource-teacher who indicates high ability and interest," added Julia Roberts, professor at Western Kentucky University and member of CEC Chapter #960.

Other partnerships involve parents or community members who provide after-school or summer experiences for students who want to participate in gifted studies.

Additional programs for gifted students include arranging for instruction in resource rooms, providing advanced placement courses, having students attend a higher grade level class in a particular subject, conducting pretests so students can test out of courses, and allowing students to participate in independent study options and/or academic competitions. Schools are also offering students voluntary challenge opportunities through summer, Saturday, or after-school programs. ■

Gifted Education's Gifts to General and Special Education

Gifted education has served as the springboard for many programs we regularly use in general and special education. Just a few of the teaching strategies that were developed in gifted education programs are:

- Critical thinking skills.
- Hands-on learning.
- Portfolio assessment.
- Developing creativity.
- Teaching through real-world experience.
- Identifying students' strengths.
- Teaching through a student's strengths, rather than his or her weaknesses.

Classified Ads

Assistant Superintendent Special Student Services. Clark County School District, Las Vegas, NV. The Clark County School District is the nation's 10th largest school district. This position reports directly to the Superintendent of Schools and is responsible for the operation of a division serving more than 18,000 handicapped students in the nearly 190 district schools. Duties include, but are not limited to, (1) compliance with and monitoring of all applicable state and federal laws related to the education of the handicapped, (2) management of procedural safeguards related to the education of handicapped students, (3) supervision and development of a large and diverse staff of professionals and paraprofessionals. Minimum qualifications: (1) Extensive knowledge of special education laws, programs, services, and contemporary issues in education of the handicapped. (2) A minimum of five years experience administering programs for the handicapped. (3) Master's degree required; doctorate in the field preferred. (4) Ability to obtain appropriate Nevada certification. Compensation: $67,752-$86,352 plus generous benefits. Closing date is July 1, 1996. Letter of interest and current resume should be sent to: Dr. Robert S. McCord, Chair, Special Student Services Search Committee, Clark County School District, 4212 Eucalyptus Ave., Las Vegas, NV 89121, 702/799-5438. *Affirmative Action/Equal Opportunity Employer.*

CALENDAR OF CEC *events*

july

July 19-20, 1996
CCBD Training Event. "Implementing The National Agenda for Children/Youth with Emotional/Behavioral Disorders: Strategies for Achieving Better Results." Emerald Springs Holiday Inn, Las Vegas, NV Contact: Lyndal M. Bullock, 817/565-3583

July 26-27, 1996
CCBD Training Event. "Implementing The National Agenda for Children/Youth with Emotional/Behavioral Disorders: Strategies for Achieving Better Results." Omni Shoreham Hotel, Washington, DC. Contact: Lyndal M. Bullock, 816/565-3583

august

August 15-16, 1996
CEC Professional Development Series. Holiday Inn Metrodome, Minneapolis, MN Contact: CEC Headquarters, 800/224-6830

october

October 11, 1996
Vermont Federation Conference. "ADHD Reading in Early Years: Phonological Awareness." Burlington, VT Contact Mary Barton, 802/875-4159

October 11-13, 1996
MRDD Conference, Fifth International Conference on Mental Retardation and Developmental Disabilities. "Goals 2000: Education in a New Century." Austin Marriott at the Capitol, Austin, TX Contact: Linda Easton, 313/944-9500

October 17-18, 1996
Kansas Federation Conference. "The Courage to Care" Lawrence Holidome, Lawrence, KS. Contact: Jo Agnew, 913/272-4482.

October 17-19, 1996
Florida Federation CEC Annual Conference. Hyatt Sarasota. Contact: Matty Rodriguez-Walling, 305/274-3501, ext. 65, or 305/386-2171

October 19, 1996
Maryland Federation State Fall Convention. "Inclusion Revisited: A Potpourri of Successes." The Best Western Maryland Inn. Contact: Val Sharpe 410/792-8492

October 25-26, 1996
CEC Professional Development Series. Boston, MA. Contact: CEC Headquarters, 800/224-6830

October 28-30, 1996
South Dakota Special Education Conference. "Live the Vision." Ramkota Inn, Pierre, SD. Jointly sponsored by SDCEC, SD Office of Special Education, University Affiliated Programs. Contacts: Robin Cline 605/773-3678, Loye Romereim 605/688-4545

november

November 6-9, 1996
19th Annual TED Conference. "Capitol Speculations." Hyatt Regency on Capitol Hill, Washington, DC. Contact: Mark Goor 703/993-3140

November 7-8, 1996
CEC Professional Development Series. Nashville, TN. Contact: CEC Headquarters, 800/224-6830

November 7-8, 1996
Pennsylvania Federation 37th Annual Convention. "Putting the Magic of Learning to Work." Hershey-Harrisburg Holiday Inn in Grantville, PA. Contact: Kimberly Bright, 717/564-4632.

November 7-9, 1996
New York State CEC Foundation. "Best Practices in Special Education: Getting Results." Desmond Americana, Albany, NY Contact: Thomas Keish, 518/377-8718.

November 7-9, 1996
40th Annual Ontario Provincial Conference. Sheraton Parkway Toronto, North Hotel, Richmond Hill, ON. Contact: Barbara Rowe, 416/223-6164

November 21-23, 1996
CASE International Conference on Public Policy in Special Education. Disney Yacht and Beach Club Resorts, Orlando, FL. Contact: Jo Thomason, CASE, 505-243-7622

december

December 8-11, 1996
1996 Annual International Division for Early Childhood Conference on Children with Special Needs and Their Families. Hyatt Regency at Civic Plaza, Phoenix, AZ Contact: DEC International Conference 1996. Contact: 410/269-6801

THE COUNCIL FOR EXCEPTIONAL CHILDREN
1920 Association Drive
Reston, VA 20191-1589

NONPROFIT
ORGANIZATION
U.S. POSTAGE
PAID
RICHMOND, VA
PERMIT NO. 930

CEC today

EXCLUSIVELY FOR MEMBERS OF THE COUNCIL FOR EXCEPTIONAL CHILDREN

VOL. 3 NO. 2
AUGUST 1996

New Technologies/Applications for Special Education

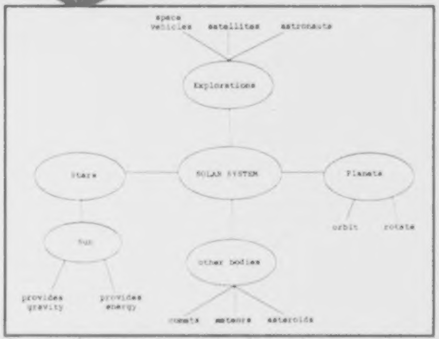
In the last couple of years, technology has taken a giant leap forward in helping students with disabilities succeed academically. Now, in addition to word processing, the Internet, and CD-ROM, new software and new applications of existing software give students with learning disabilities and/or behavior problems the means to compensate for their disabilities and complete assignments independently. At the same time, advances in assistive technology have made it possible for students with severe disabilities to communicate more effectively, participate in classroom settings, and complete assignments.

Technology is also changing the way special education teachers assess students. Software that measures and/or analyzes student progress gives teachers valuable information for instruction, as well as for setting and monitoring Individualized Education Program (IEP) goals.

As the benefits of technological tools for students with disabilities grow, schools will have to come to grips with the cost of providing computers and other technological tools to all students who qualify for them. The Individuals with Disabilities Education Act (IDEA) says that schools must provide assistive technology for students at no cost to the parents if the student's IEP team determines a need for the device. Because assistive technology can be interpreted to mean anything from a low-tech switch to a laptop, that cost could be considerable.

Furthermore, qualified staff must be available to evaluate students' technological needs and determine the best devices to help them succeed, and teachers must have the knowledge and skills to use the technology in the best way possible for each student.

"Technology can open the door to many students with special needs," says Judy Zorfass, project director for the National Center to Improve Practice and member of CEC's Massachusetts Federation, "but we must always remember that it's the teacher that counts. We must get the right technology to the right kids—and we must think about how it fits with curriculum and instruction."



An example of concept mapping that students can produce on a computer.

Technology for Students with Mild Disabilities

The advances in educational technology for students with mild disabilities are creating opportunities for success where none existed before. Organization tools, laptops, multimedia, and

Continues on page 5

OSEP Conference Stresses Participatory Research

At the 11th Annual Office of Special Education Programs (OSEP) Research Project Directors' Conference, held July 10-12, 1996, researchers from around the country met to discuss and set direction for research in the education of individuals with disabilities. A major theme of the conference was the need to practice participatory action research (PAR)—including individuals from the population you are researching in all aspects of the research. In addition, researchers tackled emerging issues such as measuring quality of life and professional development schools.

Conference sessions focused on diverse issues such as developments/services for children with behavioral disorders, assessment accommodations, literacy instruction in early reading, family research, and analyses of research methods. New to this year's conference was a software

Continues on page 9

inside

Classroom Observations a Must for Second Language Learners 7
CEC Supports Educators with Disabilities 11
Show Your Students You Love Them 12

75th Anniversary

In the beginning...

At the time of CEC's 75th Anniversary, we thought we'd look back to CEC's beginnings. This is the way it was:

- CEC was founded August 10, 1922, by Elizabeth Farrell for some faculty and graduate students associated with the 1922 summer session at Teachers College, Columbia University.
- CEC's first name was the International Council for Educators of Exceptional Children.
- CEC held its first annual convention February 26-27, 1923, in Cleveland, OH.
- Fifty persons attended the convention, and 25 attended the business meeting.
- Membership numbered 329.
- The CEC Executive Committee consisted of four elected officers (president, president elect, vice president, and immediate past president).
- In 1924, CEC affiliated with the National Education Association and in 1929 with the World Federation of Education Associations.
- Dues were $1.00 a year.

Member-Get-a-Member Campaign Takes Off!

CEC's second member-get-a-member campaign is already outperforming last year's! CEC membership applications are rolling in, and certain units are outdistancing the competition.

In 1995, our members proved to be the #1 recruitment tool by sending in more than 2,000 membership applications. With all the enthusiasm from our units and members, we're sure to surpass last year's numbers. Don't forget, you can win free CEC membership, publications, and products by bringing new members to CEC.

The leading five units/individuals are:

- **Southern Utah University Chapter #1146 (UT).**
- **Orange County Chapter #188 (CA).**
- **Lina Reltano (ON).**
- **Greater Niagara Frontier Chapter #402 (NY).**
- **Harold Tarriff (NJ).**

Kroger 399 Receives CEC's Business, Agency, and Community Award

At the annual convention, CEC has honored businesses and organizations that devote their resources to assisting individuals with exceptionalities, but few have shown the involvement and commitment of Kroger Grocery Store 399 of Griffin, Georgia.

Kroger has developed a multitude of programs that train, educate, and employ persons with disabilities. These programs provide work-study sites, community-based training, and opportunities for transition from school to the work place. Kroger's managers, including Jerry Riordan, who accepted the award, collaborate with several community organizations and special education departments in area schools where these programs are implemented.

"We enjoy doing it," Riordan explained. "Once you get started, you get drawn into it, and you want to do more and more. You always want to do better."

Many Kroger employees volunteer to work with students. Some of their most popular programs include providing job training at a community center for persons with developmental disabilities and at a center for adolescents with severe emotional disturbance. They serve as chaperones for field trips and work with special education students at the Kroger Store for Learning, a special store set up in the classroom that offers hands-on experience. In addition, employees have raised funds for many organizations that benefit students with disabilities, as well as for teacher mini-grants that go to classrooms for students with special needs.

Kroger has also given schools computer hardware and software and general financial assistance. Through Kroger's support, Stepping Stones Educational Therapy Center, a nonprofit preschool for children with exceptionalities, was able to upgrade a computer to enable children with speech-delays to learn with special language software. Kroger also donated a state-of-the-art computer system with CD-ROM to the school.

"Through their many acts of kindness, Kroger has allowed us to help developmentally delayed preschoolers reach their fullest potential," stated the director of Stepping Stones.

Some students with special needs become a part of the "Kroger family." Through the Crossroads Psychoeducational Program, a day treatment facility for students ages 3-21 with severe emotional disabilities, adolescent students get on-the-job experience. The students work with job coaches to learn various tasks, and the coaches and Crossroads teachers make modifications to help students enhance their productivity.

In addition, Kroger's hiring of persons with disabilities has become a company standard. Both management and staff hire and train people with special needs; and Kroger currently employs persons with hearing, mental, physical, and emotional disabilities.

"The Kroger employees' devotion to students with exceptionalities is unsurpassed," attests the executive director of Future Stock, another organization with which Kroger is involved.

Kroger 399 and its employees all shared in the CEC award, and they look forward to continuing their work with students with exceptionalities.

"The CEC award really built up all of us in the store," Riordan said. "We're really proud of it. We didn't realize the magnitude of the award until we saw it and went to the convention. It made me—and all of us here—feel really proud. You get an award like this and you say, 'We can do better.'" ■

Leadership Seminar Benefits All Members!

Each summer, CEC Headquarters invites CEC's federation and division leaders to the home office in Reston for an intense, 2-day workshop at our Leadership Seminar. This July, more than100 officers attended the Seminar to learn new ways to perform their present and future leadership roles/responsibilities, find out the latest developments on Capitol Hill, and shape CEC's future.

The 1996 Seminar began with an overview of CEC's 1997-2000 Strategic Plan and the units' role in helping implement it, followed by an update on federal issues, CEC's professional standards, CEC's 75th Anniversary, and the 1996 Convention in Salt Lake City.

On the second day, the officers attended short workshops on areas of specific interest to their region and units. Workshop topics included:

- Enhancing diversity.
- Advocacy.
- Professional development strategies.
- Developing and using a web site.
- Effective communication strategies.
- Recruiting and retaining members.
- Planning your 75th Anniversary celebration.
- Planning effective meetings.
- Transitioning students and mentoring new professionals.

Now CEC's officers' real work begins. Upon their return, CEC officers will be able to share the information they learned at headquarters with you. Whether your goal is to take on a leadership position in your school system or CEC; develop new educational ideas, policies, and programs; or promote CEC and its mission at the local, state/provincial, or national level, your CEC leaders will bring you new ideas and information you can use—information they learned at the Seminar from their colleagues, experts in the field, and the CEC staff.

CEC's Leadership Seminar—it's for all our members, because all special educators are leaders of the future. ■

New on the Web!

If you haven't visited CEC's web site recently, make sure you take a look. (http://www.cec.sped.org). We have several new items up and running for your information and convenience. Our new additions include:

What's New

- Job opportunities at CEC Headquarters.
- Press releases such as CEC's response to the recent *60 Minutes* program on the cost of special education.
- Highlights of new CEC publications and products, such as the *IEP Planner for LCCE Transition Skills*; *Assess for Success: Handbook on Transition*; and the ECER database on SilverPlatter.

Professional Standards

- CEC's Code of Ethics for Educators of Persons with Exceptionalities.
- CEC's Standards for Professional Practice.
- CEC's International Standards for Entry into Professional Practice.
- A state-by-state listing of institutions of higher education that have met CEC's guidelines for professional standards.
- Institution and program requirements for accreditation.

Journals, Books, and Media

- CEC's Catalog.
- Author guidelines for *Exceptional Children* and *TEACHING Exceptional Children*.
- Upcoming articles in *Exceptional Children* and *TEACHING Exceptional Children*.

Divisions

- An overview of each CEC division and links to those divisions that have home pages (DEC and DCDT).

Professional Development

- A listing of regional events in the Professional Development Series (Minneapolis, Boston, and Nashville).
- An announcement of the Multicultural Symposium in New Orleans, January 8-10, 1997. ■

inside

AUGUST 1996 VOL. 3 NO. 2

CEC Today is published by
The Council for Exceptional Children, 1920
Association Drive, Reston, VA 20191-1589.
Telephone 703/620-3660. TTY 703/264-9446.
lyndav@cec.sped.org.

CEC Today is not copyrighted. Members are encouraged to copy and disseminate information in this publication.

CEC President: Gerald L. Hime

Executive Director: Nancy D. Safer

Editor: Lynda C. Voyles

Contributing Editors: Jacki Bootel, Department of Public Policy; Jean Boston, Publications and Professional Standards; Jane Burnette, Grants and Contracts; Brian Carroll, Professional Development; Grace Zamora Durán, Membership; Karen Vermaire Fox, Student CEC; Stephen Gregory, Marketing; Jeanne Glover, Membership; Shelia Mingo, Ethnic and Multicultural Concerns

New Technologies/Applications for Special Education *1*

OSEP Conference Stresses Participatory Research *1*

Kroger 399 Receives CEC's Business, Agency, and Community Award *2*

Member Benefits *3*

Advocacy in Action *1*

Student CEC Spotlight *6*

Multicultural *7*

Division Focus *8*

Professional Advancement *10*

CEC Supports Educators with Disabilities *11*

Member to Member *12*

Technology Resources for Special Educators *13*

Speaking Out *11*

Calendar of Events *16*

Advocacy in Action

CEC Stays on Top of IDEA Reauthorization

House Passes IDEA Legislation, Senate's Bill Not Moving

On June 10, the full House approved H.R. 3268, the Individuals with Disabilities Education Act (IDEA) Improvement Act of 1996, making no changes to the Committee-passed version.

As this issue of *CEC Today* went to press, the full Senate had not yet considered its bill, which will likely encounter heavy debate. Some senators are prepared to offer potentially damaging amendments to the bill when it reaches the floor. CEC is working with Senate staffers to obtain the most favorable bill possible. However, should any further weakening amendments be added to the bill, such as problematic language related to discipline, CEC may oppose the bill.

House FY 97 Appropriations Bill:

Programs IDEA	House Subcommittee (in millions)
State and Local Grant Program	$2,323.84
Preschool Grants	360.41
Early Int. Program	315.75
Subtotal, State Grant	**3,000.00**
Deaf-Blind Progs	12.83
Regional Resource Centers	6.64
Severe Disabilities	10.03
Early Childhood Ed.	25.15
Emotional Dist. Proj.	4.15
Postsecondary Ed. Progs.	8.84
Secondary Ed. & Trans. Services	23.97
Innovation & Devel.	14.00
Special Ed. Technology	9.99
Media & Captioning Services	20.03 (+900,000)
Special Ed. Personnel Development	91.34
Grants to HBCUs and Other IHEs	0.00
Parent Training	13.54
Clearinghouses	1.99
Special Studies	3.83
SubTotal, Support Programs	$246.32
Total, Special Education	**$3,246.32**
Title X, Part B (P.L. 103-382) Gifted and Talented Grants	$ 3.00

Possible Delay Threatens IDEA Reauthorization

Each bill contains a variety of issues that CEC and other advocacy groups both support and oppose. In fact, some groups wish to delay reauthorization until next year. Terminating the IDEA reauthorization process this year could set IDEA back in a variety of ways, including:

- IDEA Parts C through H (the secretary-discretionary support programs and the Early Intervention Program) would be without authorizations, thus subject to complete termination.
- New bills would need to be introduced in the House and Senate for the reauthorization of Parts C through H.
- These new bills could become bogged down as they travel through the decision-making process of subcommittee, full committee, full chamber in the House and Senate, and then a House/Senate conference.
- All of this would need to be done in the relatively few remaining "legislative days" of July and September.
- These reauthorizations could be for a time period of as many as 5 years or for 1 year only. If 1 year only, the entire IDEA reauthorization process could start from scratch again in the next Congress. We would then be well into the 4th year of the current unfinished reauthorization process.

Whether or not the current reauthorization ceases, it is generally agreed that there will be an amendment to IDEA to deal with discipline, even if attached to some other piece of legislation.

House Appropriations Committee Funds All IDEA Programs for FY 97

On June 25, the full Appropriations Committee adopted the subcommittee's FY 97 numbers. The committee level-funded all IDEA programs except for one, the Media and Captioning Services program, which received a $900,000 boost over FY 96 levels. By level-funding IDEA's Innovation and Development Program, which received a 36% cut in FY 96, Congress is showing a continued lack of support for much-needed research in the education of children with disabilities.

The Javits Gifted and Talented Students Program was also level-funded at $3 million, down two-thirds from its 1995 authorized level.

While most IDEA programs did not receive an increase in funding, the House committee appropriations were an improvement over last year's markup, which in effect originally zeroed out many of the support programs under IDEA. Of course, level funding does not take into account inflation or increased student enrollment under IDEA.

Rep. Steny Hoyer (D-MD) offered an amendment to add a total of $2.6 billion to several programs, and Part B of IDEA (state grants) would have received an additional $300 million. Unfortunately, the amendment was defeated.

The House committee also did not adopt President Clinton's recommendation that the appropriations for the 14 support programs be consolidated into 5 programs.

It is expected that the full House will consider the Appropriations Bill during the week of July 8. The Senate Labor, Health and Human Services, and Education Appropriations subcommittee is expected to act on the bill after July 16.

CEC Objects to *60 Minutes* Report on Special Education

CEC widely disseminated a press release expressing our disappointment in *60 Minutes'* report on special education, which aired June 9, 1996. In the release, CEC stated that the report on the costs of special education was misleading and distorted the overall picture relative to educating students with disabilities by focusing on a few individual cases where costs were unusually high. CEC further stated that the report ignored the real benefits of special education to our economy and the nation. It concluded with CEC's advocacy for increased federal and other public agency funding of special education.

Members can read the release on CEC's web site: http://www.cec.sped.org or call 703/264-9456 for a copy. ■

Technology, *from page 1*

word prediction give students the means to complete well-written, organized assignments that truly reflect their knowledge and skills. As a result, student self-esteem has risen, along with grades, and some students have been able to continue their education without further special education assistance. An overview of these technologies follows.

- **Organization Tools**—Software such as Inspiration ™ and CBFCM (computer-based formative concept mapping) that allows students to organize information and ideas helps students who think in a non-linear fashion. With these programs, students can develop "webs" or concept maps electronically. They can easily add, delete, change, or reorganize information, as well as add new heads or subheads to outlines. In addition, students can open two documents at once and work on both simultaneously; or they can combine two different outlines.

These programs also translate concept maps into traditional text outlines and vice versa. Thus, a teacher whose preferred organizational style is linear and an "abstract, random" thinking student can each develop their ideas in the way they prefer and then "share" ideas by converting the "outlines" to the alternate mode. This allows teachers and students with different cognitive styles to communicate and work together more easily.

Another feature of computer-based outlining programs is the ability to "hide and show" the outline's headings and subheadings. This feature allows students to self-test their knowledge of the information in the outline.

- **Laptop Computers**—Increasingly, laptop computers are being used to help students with disabilities participate more fully in mainstream classes. In addition to allowing students with fine-motor problems to take class notes more efficiently, students also take the computers home to prepare projects or complete homework. In cases where the laptop provides access to local telecommunications systems, students have used the computers to ask their teachers questions or report on achievements or problems.

Some schools are using lightweight, inexpensive units such as AlphaSmart™ or the Laser PC4™ that are essentially word processors and can be connected directly to a computer or have text transferred to a computer. Others use fully-equipped laptop computers.

- **Multimedia**—Multimedia is being used to support and encourage students with disabilities to write, integrate different skills and abilities, and build on their interests and background knowledge. As such, it often helps to bridge students' non-involvement in academic projects due to lack of interest and/or fear of failure and develop new skills and learning. For example, with multimedia, students can build on their interests, such as art or music, to contribute to a writing project.

Multimedia can also be useful for students who have difficulty focusing on a task. When using multimedia tools, children can shift among visual, aural, and textual media and work on several compositions at one time.

Plus, multimedia can help motivate nonverbal students to speak, and it can provide a medium through which poor readers can learn contextual material through visual and aural sources.

- **Word Prediction**—This software, which reduces the number of keystrokes necessary for typing words, helps students with poor spelling and/or motor abilities. With word prediction, students with disabilities can more easily take notes, complete homework independently, and use higher vocabulary levels. In addition, word prediction may lead to an improved use of sentence structure, as students no longer need to concentrate so much on spelling, as well as contribute to a more positive attitude toward writing. For students who have difficulty reading, some programs include a speech feedback component that "reads" word prediction lists and text aloud.

Assistive Technology for Students with Severe Disabilities

Because assistive technology covers such a broad spectrum, it is impossible to catalog the many new developments in the field. However, several current advances increase access to computers, improve communication, and help make curriculum accessible to all students.

- **Computer Access**—New switches—devices that provide alternate ways to input information into a computer or to access anything with a battery—allow students to access computers without using a keyboard or by partial use of a keyboard. For students to input or output data, new software provides voice output (the computer "speaks" what the student selects), voice recognition (students can control a computer through voice commands and/or enter text by speaking), and word prediction. In addition, expanded keyboards—large, flat keyboards such as IntelliKeys or Ke:nx that provide overlays so students do not have to rely on raised keys—allow students with physical disabilities to access the computer with their hand or a pointing device.

- **Augmentative and Alternative Communication Devices**—One of the areas that has shown the biggest change in recent years concerns augmentative and alternative communication devices. Today, students can select items on a computer screen that produce speech. New low-tech communication devices, such as the digitized chip, allow students who have difficulty speaking to communicate via prerecorded voice messages. However, there is a limit to the size of messages that can be recorded as the chip has a preset memory limit.

Synthesized voice communication also allows nonspeaking students to "speak." This technology has no limit on vocabulary, and students can create their own messages.

- **Universal Design**—More educational publishers and others are developing products using universal design—materials that all students can access. Thus, students will be able to express their ideas and/or respond through written, voice, or tactile means. And, materials will offer students accessibility on multiple physical, sensory, and cognitive levels.

Technologies for Assessment

Technology is also making inroads in special education assessment. Some schools have already mandated that teachers use computerized assessment systems such as Monitoring Basic Skills Progress, developed by Lynn

Continues on page 15

Student CEC—An Exceptional Group!

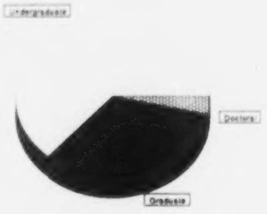
If the future of special education depends on the quality of our Student CEC members, we have nothing to worry about. Our student members show a commitment to the profession, to helping individuals with exceptionalities, and to maintaining high standards that can only be translated into superior teaching and dedication to children and the field.

SCEC members are entering special education because they want to make life better for others, and they like the creativity and challenge special education offers. They have come to special education from many different avenues. Some have family members with disabilities, some have worked with exceptional students as volunteers, and others were won over when they took a special education class.

"I worked in a kindergarten class that had a student with Down syndrome in it," remembers Amy Schrage, a junior at West Chester University and member of CEC Chapter #293. "I liked working with her more than I did the other students."

SCEC has about 11,000 members—undergraduate, graduate, and doctoral students who come from many different cultural backgrounds. While many are the "traditional" college student—single and 18-21 years of age—SCEC also has a sizable graduate population.

SCEC Distribution



Many SCEC members—traditional or nontraditional—juggle multiple responsibilities. Some are married, some have children, and many hold part-time or full-time jobs while earning their degrees.

While most people would scream "Enough!", SCECers still find time to give something to students with exceptionalities. Our members are big sisters or brothers, Special Olympics volunteers, tutors, coaches, and teacher's aides. Others have taken on more adventurous roles such as teaching students who have disabilities horseback riding or taking them on rock climbing trips.

While all these activities can make their lives quite hectic, SCECers seem to like their busy schedules; and a few admit they thrive on it. Their lifesaver is their Daytimers. To stay organized, they write everything down, and they look at it frequently!

SCEC members reflect current needs in the education of children with exceptionalities. Most, approximately 32%, plan to work with students with learning disabilities, the largest disability area. About 22% are specializing in students with emotional/ behavior problems, and 15% in students with mental retardation.

Areas of Interest

College is proving to be a rewarding experience for most SCECers. For many, student teaching is the highlight of those hours and hours of study. Students also appreciate learning from professors who are on the "cutting edge" of special education trends and directions. Other students, particularly at the graduate and doctorate level, enjoy learning about new research and seeing how it backs up special education practices and strategies.

However, a few students find it frustrating to have to wait for student teaching, while others are excited but intimidated by the prospect of applying theory to real children in real classrooms.

Futures Full of Promise

Understandably, most students' primary goal is to get a job. But many SCEC members are thinking long-term, and they already know the career path they want to take. Some, like Emilie Franz, graduate student at the University of Wisconsin, Whitewater, and member of CEC Chapter #52, plan to earn their master's degree in administration. A few hope to provide alternative educational opportunities for students with disabilities. For example, Jackie Phillips, doctoral candidate at Northern Colorado University and member of CEC Chapter #381 has already decided she wants to have her own school. Others see themselves as future college professors. Whatever their goals, SCECers have set high standards for themselves.

"I want to get my master's, and I'm thinking of being a college professor," declares Carolyn Faust, a senior at Buffalo State College and member of CEC Chapter #117. "I like to shoot really high."

However, today's students are well aware of the challenges facing them and special education. Many of the issues they expect to grapple with are the same ones we face today. Making sure everyone understands special education tops the list. They also hope the resources will be there to ensure students with exceptionalities get what they need. And they wonder how school reform will impact their role in the classroom.

CEC Provides Support/Information

CEC is an anchor for SCECers. Through CEC, its publications, and its conferences, students keep up-to-date on new laws and on top of new research and teaching strategies. But the place where CEC helps the most is in the support, friendship, and sharing SCEC members get from each other.

"At CEC everyone is shooting for the same thing," says Faust. "We learn so much from each other, things you wouldn't expect. You end up learning about teachers, scholarships, what the school is doing. It's a network and a great opportunity for everyone."

CEC looks with pride at our Student CEC members. Perhaps Angela Smith, student at Radford University and member of CEC Chapter #766, speaks for Student CEC—and all CEC members—when she says:

"I want to make an impact on my students. I want one or two students to look back and say, 'Wow, she was a great teacher.'" ■

Classroom Observations a Must for Second Language Learners

How many of your students speak English as a second or other language (ESL)? If you don't already teach a student who speaks another language, you will soon. Statistics show that ESL students are attending schools in every state, and many are struggling with English. If these students are to progress academically and in English acquisition, you will need adequate information about their present language skills and the skills they need to progress.

Unfortunately, many language proficiency tests currently used fail to give teachers the information they require to develop lessons and teaching strategies to help ESL students improve their English skills. The tests, which mock natural situations and measure isolated skills, provide overall scores that yield little insight into a student's true grasp of the language. For teachers to truly help their ESL students, they must enhance the information gleaned from such tests with other sources of information.

One of the best ways to learn what you need to help your students is to conduct classroom observations, which provide a more accurate picture of the students' skills.

"Classroom observations are an ideal source of information on students' language skills, especially when dealing with bilingual or limited-English proficient students," states Sandra Fradd, professor at the University of Miami and member of CEC Chapter #121.

In these days of multiple responsibilities, a teacher's first response to conducting classroom observations is "When can I get this done?!" Fortunately, with some advance planning, conducting observations becomes quite doable. The secret is to structure classroom observations as part of your day (during small group activities, when students are working on the computer with their classmates, or during large group discussions) and know the types of skills you are looking for.

With periodic classroom observations, you can learn about the student's language skills, areas of need, and progress. With this information, you can then create learning environments that give students opportunities to practice the skills they need to become proficient in English.

Conducting Classroom Observations for English Language Proficiency

The four skill areas to look for when a student is acquiring a second language are:

- Discourse—Using language in conversation.
- Sociolinguistic—Using language in context, i.e., using "appropriate" language for different situations.
- Grammar—Form, pronunciation, syntax of language.
- Strategic—Strategies students use when communication breakdowns occur.

The checklist below specifies skills for each of these categories. With this tool, teachers can tell what progress the student is making in his or her English development and plan instructional activities that build these skills. ■

Checklist of Skills for Language Competencies

Discourse	Sociolinguistic	Grammar	Strategic
Retells an event with attention to sequence	Demonstrates various styles of speech: peer, baby, or adult talk	Uses noun/verb agreement	Joins groups and acts as if understands language/activities
Explains activity in present or near future	Uses diminutives and terms of endearment	Uses pronouns correctly	Demonstrates expressive ability
Shares what is experienced spontaneously	Uses courtesy and etiquette terms and titles of respect	Uses proper syntax	Counts on friends for help
Tells stories with personal emphases	Uses extreme variations in intonation	Uses verb tenses appropriately	Switches language
Switches language to resolve ambiguities		Uses dialectical variations	Observes and imitates
Switches language for elaboration		Uses complex sentence structure	Asks for information
Switches language to play with language			Reads
Switches language to clarify statements			Uses a dictionary
			Asks for repetition
			Guesses
			Repeats phrases
			Avoids difficult words/constructions

Division Focus

CASE

The Council of Administrators of Special Education

The CASE Policy and Legislation Committee is completing work on a resource guide for administrators who deal with students with challenging behaviors. The guide will assist administrators develop comprehensive prevention programs, as well as district policies for addressing challenging behaviors when they arise. The guide will be available for members to purchase this fall.

Plans are also underway for collaborative ventures with CEC's Technology and Media Division (TAM). TAM members will present a strand at the CASE International Conference on Public Policy in Special Education this November at the Disney Yacht Club Resort. CASE and TAM are also working on an administrators' guide to assistive technology and a potential preconvention workshop for administrators on technology in Salt Lake City next year. Watch your CASE newsletter for more on these exciting opportunities.

As preparation for the November Public Policy Conference is being finalized, work is also underway for the CASE Institute on Related Services, to be held in Clearwater Beach next February. Sessions will be offered dealing with speech and language personnel, occupational and physical therapists, and assistive technology personnel. Institute registration brochures will be mailed to members in early fall. Nonmembers who are interested in attending are urged to contact the CASE office (505/243-7622) as soon as possible as registration will be limited.

IDEA's reauthorization has continued throughout the summer, and CASE has worked with CEC and other associations to improve the proposed legislation. In July, efforts for U.S. federal appropriations for fiscal year 1997 also began and will remain a priority for CASE throughout the summer.

CCBD

The Council for Children with Behavioral Disorders

CCBD would like to welcome the following members to its leadership: Douglas Cheney, vice president; Cathy Kea Wine, Ethnic and Minority Concerns Member-at-Large; Egide Royer Chosen, Canadian Member-at-Large; and John Sachs, member of the Nominations and Elections Committee.

At the 1996 CEC Convention, the CCBD Foundation kicked off a year-long fundraising campaign to provide funding for innovative classroom practices, support professional development for members, recognize outstanding leaders and practitioners in the field, and fund scholarships for persons interested in the field of emotional/behavioral disabilities.

At the 1997 annual convention, CCBD plans to provide a recognition display in the 75th Anniversary Hall where members can acknowledge the contributions that other members have made to their personal and professional lives. If you would like to participate, contact Lyndal Bullock, University of North Texas, PO Box 13857, Denton, TX 76203. Deadline for mail-in recognition forms is March 15, 1997.

CEDS

The Council for Educational Diagnostic Services

CEDS/NY is very excited to announce that plans have been made for the preconference workshops at the November meeting in Albany. In the morning, Yvette Jacson, Director of Instructional Services for the National Urban Alliance will focus on Feurerstein's Learning Potential Assessment, and Sharon-Ann Gopaul-McNicol, co-author of *Bio-Ecological Model to Intellectual Assessment*, will present "Bio-Ecological Approach to Assessment" in the afternoon. For more information, contact Myra Brahms, 212/628-6797.

DCDT

The Division on Career Development and Transition

October 24-26, 1996, are the dates of this year's DCDT midwestern regional conference, to be held in Bloomington, MN. The conference promises to be a lot of fun as well as provide outstanding information for anyone interested in issues related to career development and transition. For further information regarding this seven-state regional conference, please contact Stephanie Corbey at 612/425-4131.

The 1997 international DCDT conference will be held at the DoubleTree Paradise Valley Resort in Scottsdale, AZ, on October 16-18, 1997. For additional information, contact Laura Love at 602/542-2805. Be watching for the Call for Papers and mark your calendar for this exciting event!

DEC

The Division for Early Childhood

You don't want to miss DEC's 12th International Conference on Children with Special Needs, to be held December 8-11, 1996, in Phoenix, AZ. Learn the most up-to-date innovations concerning early childhood education, including technology applications, assessment, building curriculum, and parenting a child with special needs. For more information, call 303/620-4579.

MRDD

The Division on Mental Retardation and Developmental Disabilities

The MRDD board and members express their deep appreciation and gratitude to President Darlene Perner for an excellent and productive year for the division. Her leadership enabled us to accomplish a great deal. Some of the highlights of the 1995-96 calendar year include:

- The approval of three position papers by the board of directors on Informed Consent, Assistive Technology and Services, and The Need for Adequate Preparation and Training of the Educational Community.
- MRDD joined CASE and CCBD in a position statement on violence in the schools.
- The new MRDD publication on *Effective and Promising Practices in Developmental Disabilities* will be published by Pro-Ed in the near future.
- President Perner co-chaired the Sino/American Joint Conference on Exceptionality in Beijing.
- Ad hoc committees have been formed to study practitioner involvement and conference issues.
- A conference planning guide has been completed.

All CEC members are encouraged to attend the MRDD 5th International Conference, "Goals 2000: Education in a New Century." Keynote speakers include Marilyn Friend, Donald Bailey, Gary Blumenthal, and Christopher deVinck. The showcase session will explore the educational meaning of mental retardation. For information, contact Linda Easton, 313/944-9500.

MRDD would also like to welcome incoming board members Polly Parrish, vice president; Robert Martin, treasurer; Iris Kerbis Puccini, member at-large; Cindy Perras, Canadian member; and Heather Baumann, student member.

……

OSEP, *from page 1*

demonstration for non-technical researchers. Finally, attendees received an update from Hill and administration staff on funding for special education research.

"We can't emphasize enough the importance of special education research," said Nancy Safer, CEC's Executive Director. "It is through the work of special education research that our most effective advances in special education strategies have evolved. This vital work makes it possible for children to succeed and for teachers to perform their jobs better and more easily."

Participatory Action Research

Research cannot be done in isolation, said conference presenters. By including individuals with disabilities, teachers, individuals from diverse cultures, and/or family members in research, the results will be more valid because researchers will have received more reliable and honest data. In addition, the research will be more meaningful to the individuals it is intended to help as it will reflect a truer reality.

When conducting PAR, researchers should involve their participants in every step of the process. By including participants in the planning stages, researchers can ensure not only that they are asking the right questions but that they are asking the questions in a way their subjects will respond to honestly and openly. Participants are also needed at the implementation stage, as they help keep research on track. For example, a teacher may know when a student is more likely to exhibit a particular behavior. If the teacher is a part of the research, he or she can pass that information on to the researcher. Involving individuals with disabilities in research evaluation helps improve the quality of the research. When conducting research affecting persons with disabilities, including individuals with special needs can help refine and improve products and services, said David Gray, professor at the Washington University School of Medicine, St. Louis, MO. Finally, participants should share in the rewards of the research. Ann Turnbull, co-director of the Beach Center on Families and Disabilities and member of CEC Chapter #665, suggested having research participants co-present your work at conferences.

Measuring Quality of Life

Though measuring quality of life is not a new issue, it is a topic that is taking new direction, and one that needs to adapt to serve diverse populations. Quality of life measurements are extending beyond the traditional measure of individuals living in institutions or determining if a student from a segregated class could "make it" in a mainstream class. Today, researchers are looking at different aspects of quality of life for students, such as social competence; how quality of life measurements differ for individuals from diverse cultures; and individual preferences.

Quality of life research, like research in other areas, must include input from individuals who are being studied if the measurement is to be valid. For example, quality of life measurements for nondisabled persons will likely be different than those for individuals with disabilities, said Sharon Borthwick-Duffy, professor at the University of California, Riverside, and member of CEC Chapter #47. They can have different priorities, she added. Qualities such as choice, empowerment, or privacy may be more important to a person with a disability's definition of quality of life than to a nondisabled individual.

Also, researchers must avoid using quality of life scales that do not accurately reflect diverse cultural values.

Though determining quality of life may be one of the most difficult areas to measure, it is extremely important, Duffy said, for it is through these measurements that policies are made and that decisions are made about who will receive services—that decisions are made about people's lives.

Legislation

Lou Danielson, Director of OSEP's Division of Innovation and Development, and Tom Hehir, OSEP Director, gave the researchers a cautiously optimistic view of Congressional support for research. The House recently approved funding at FY 96 levels for all IDEA support programs, including research and development, and it is hoped that the Senate will approve—or increase—the House's recommendations. However, it was noted that in the case of research funding, the proposal level still represents one-third less than in 1995. Hehir further warned that in today's climate we can take nothing for granted.

"The days are gone when we can say 'It's for special ed' and people support it," Hehir said. "We must let Congress and other people know how things help children with disabilities, and that is especially true for research."

The OSEP Research Project Directors' Conference is conducted through the ERIC Clearinghouse on Disabilities and Gifted Education, which is operated by CEC.

Nova Scotia Releases Special Education Policy

After analyzing comments and incorporating changes into a draft policy, Nova Scotia has released a new special education policy. It will serve as a framework to help school boards, teachers, and parents work as a team to determine the best approach to help students with special needs. In addition to more parental involvement, the policy focuses on developing program plans to meet specific student needs before determining how and where programs will be implemented.

The policy emphasizes inclusive schooling, which encourages the participation and learning of all students.

CEC Amends Its Certification and Accreditation Standards

CEC has adopted a number of technical and clarifying amendments to its *International Standards for the Preparation and Certification of Special Education Teachers* published last fall. These changes are contained in the second edition of *What Every Special Educator Must Know: The International Standards for the Preparation and Certification of Special Education Teachers*, which is available from CEC.

Since CEC published the standards, they have received widespread interest from the special education community, giving CEC positive feedback concerning the standards and their future adoption by state and provincial governments. To further improve the standards, CEC members and others have contacted CEC with their suggestions. At the International Convention in Orlando last April, CEC's Professional Standards and Practice Standing Committee and its subcommittee reviewed the comments and approved a number of nonsubstantive changes.

Changes to Early Childhood

Language was added clarifying the commonality between the "CEC Knowledge and Skills for All Beginning Special Education Teachers of Students in Early Childhood" and the Personnel Standards for Early Education and Early Intervention: Guidelines for Licensure in Early Childhood Special Education developed and adopted by CEC's Division for Early Childhood, the National Association for the Education of Young Children, and the Association for Teacher Education. While the competencies are the same in both, users of the CEC standards are urged to refer to the DEC, NAEYC, and ATE paper for more conceptual information and additional practicum information. The paper is available from DEC, 1444 Wezee St., Suite 230, Denver, CO 80202, 303/620-4579.

The section on "Guidelines for CEC Approval of Special Education Professional Preparation Programs" was modified to reflect that they apply to special education professionals who work with children beginning at birth and in settings other than schools.

A footnote was added explaining that the early childhood special education skills statements were written as performance standards, and as such, the early childhood special education knowledge base is reflected in the skills statements.

Changes to Practicum Requirements

One of the practicum requirements required that "students have a minimum of 10 full-time weeks of supervised practicum/student teaching in each area of specialization." This was modified to read "students have a minimum of 10 full-time weeks or equivalent clock-hour composite (e.g., 350 clock hours) of supervised practicum/student teaching in the areas of specialization for which the candidate is being prepared." This will provide greater flexibility to institutions as to how they provide the practicum and clarify that students being prepared in more than one area of specialization do not have to have more than one practicum.

Changes to the Common Core of Knowledge and Skills

Sixteen changes were made to the common core and specialization knowledge and skills; the majority improved the clarity of statements. The following changes, however, should be noted:

- In the common core section 4, "Instructional Content and Practice," item "K3" was amended to read: "Curricula for the development of motor, cognitive, academic, social, language, affective, career, and functional life skills for individuals with exceptional learning needs."
- In the knowledge and skills for teachers of students with gifts and talents, section 4, "Instructional Content and Practice," item S3 was amended to read: "Use instructional models: topic/domain instructional model matches commonly implemented in teaching gifted learners; and cognitive, creative, affective, and ethical taxonomies in order for higher levels to be addressed through instructional strategies."
- In the knowledge and skills for teachers of students with learning disabilities, section 4, "Instructional Content and Practice," K4 was amended to read: The relationship between learning disabilities and reading instruction, including reading purpose [reading] rate, [reading] accuracy, fluency, and comprehension."
- In the knowledge and skills for teachers of students with mental retardation/developmental disabilities, section 2, Characteristics of Learners, item S1 was amended to read: "Describe and define general developmental, academic, social, career, and functional characteristics of individuals with mental retardation/developmental disabilities as they relate to levels of support needed."
- In the knowledge and skills for teachers of students with mental retardation/developmental disabilities section 7, Communication and Collaborative Partnerships, number S1 was substantially revised to read: "Assist students, with the support of parents and other professionals, in planning for transition to adulthood including employment and community and daily life, with maximum opportunities for full participation in community and decision making."

For further information on the CEC standards, the accreditation process, or related assistance, contact CEC's Publications and Professional Standards unit at 703/264-9408 or cec.pro@cec.sped.org.

To order *What Every Special Educator Must Know: The International Standards for the Preparation and Certification of Special Education Teachers, second edition, call* 800/CEC-READ. $14.30, members $10.00. ■

CEC Supports Educators with Disabilities

At the 1996 CEC Convention, CEC approved the Resolution of Special Educators with Disabilities, which supports the recruitment, training, and employment of individuals with disabilities. It further calls on CEC to present that message at all organizational levels, discuss this issue more widely with organizations and the general public, build a coalition of organizations to improve opportunities for individuals with disabilities, and use CEC to bring about changes that will provide such opportunities. In addition, the resolution asks CEC to take the lead in opening doors for educators with disabilities.

The resolution is the culmination of the work of CEC's Presidential Commission on Special Educators with Disabilities. The Commission found that individuals with disabilities face numerous barriers when pursuing a career in education, despite the fact that they provide valuable and needed diversity to the profession. To help open the doors to these individuals, the Commission also identified several areas in which CEC could support educators with disabilities, as well as to increase awareness in the education community.

"CEC can use its muscle to push issues concerning educators with disabilities," said Clayton Keller, chair of the Commission and an associate professor at the University of Minnesota. "We can be the first nondisabled predominant education group doing something about its members with disabilities. We have a natural forum to develop materials and support for all educators with disabilities."

Educators with Disabilities Strengthen the Profession

Educators with disabilities expand the strength and scope of the profession. Research shows that individuals with all types of disabilities successfully fulfill many different educational posts, including all types of teaching, counseling, and administration. In addition to their professional responsibilities, educators with disabilities expand the perceptions and attitudes of their colleagues and students. As others see these individuals meeting the challenges of an educator, they develop realistic appraisals of how disabilities affect—or do not affect—an individual's ability do the job. And, educators with disabilities become role models for students with disabilities who aspire to a career in education.

Shut Out of Education

Too often, individuals with disabilities face an uphill battle if they pursue a career in education. They find the doors closed at colleges and universities, human resource offices, and on the job. Some of the barriers keeping individuals with disabilities out of the field include:

- Preconceived ideas about what a teacher must be—Employers and admissions officers question how persons with disabilities can perform the duties involved without looking at ways to work around the disability.
- Poor administrative support and/or knowledge—Administrators may not help teachers with disabilities develop alternate ways of dealing with students or help them determine if a problem is due to the disability or a need to devise new teaching strategies. In addition, administrators may be concerned that hiring a person with a disability may cost more or cause problems with parents.
- Lack of resources—Teachers with disabilities may have difficulty getting the accommodations they need to perform their jobs.

Making Careers in Education More Accessible

The Commission recommended a variety of strategies by which CEC can support and advocate for educators with disabilities. Its suggestions include:

- Develop a resource group of educators with disabilities.
- Develop a resource directory of educators with disabilities, including a list of resources related to people with disabilities in education professions and a listing of educators with disabilities that is indexed by region and profession.
- Advocate for the rights of members with disabilities.
- Hold regular meetings and other activities to support educators with disabilities.
- Increase awareness by publishing articles and/or books on the topic and providing opportunities for speakers to address the issue at conferences.
- Advocate for broader educator preparation program admission criteria.
- Educate career, guidance, and rehabilitation counselors and faculty advisors about the potential of people with disabilities to be successful as educators.
- Change any state/provincial teacher certification standards that discriminate against educators with disabilities.

CEC thanks the members of the Commission. Their work provides invaluable insights into the issues facing educators with disabilities and provides areas in which CEC can help assist current and future educators. ■

CEC/DDEL 1997 Multicultural Symposium

Enriching the Tapestry of Cultural and Linguistic Diversity

New Orleans, Louisiana

January 8-10, 1997

Registration Fees:	*Preregistration*	*On-Site*
	$199 Members	$255 Members
	$249 Nonmembers	$310 Nonmembers

To register or for more information call: **800/224-6830**

Show Your Students You Love Them

BY DON BUTZKO

““Children must have at least one person who believes in them. It could be a counselor, a teacher, a preacher, a friend. It could be you. You never know when a little love, a little support, will plant a small seed of hope,” wrote Marian Wright Edelman, President of the Children's Defense Fund. Although I just discovered this quote, it reflects my philosophy of educating my students.

Expressing and exhibiting love are important qualities that special educators need to give their students. In our fast-moving society, financial responsibilities rest on both parents' shoulders. As a result, students and parents are deprived of both the time and the opportunity to show their love for each other. As teachers, we can help fill that gap. By showing our love and genuine caring for our students, we help foster self-esteem and build the bridge toward self-confidence, interest in life, and a desire to learn.

Open the Door to Your Students

One of the best ways to let students know you love them, care about them, and truly accept them as individuals is to maintain an open door policy—in your classroom and in your life!

In my classroom, the door remains open all day long. All are welcome! There is only one rule: Don't interfere with the specialized teaching that is provided. Friends of my students are always welcome to study together, socialize a bit, participate in discussions, or just be together. Such openness and acceptance helps students learn that they are important and that they mean more to you than “a mind to be filled with facts.” In addition, it helps spread the word about special education and the role it plays in fostering the healthy development of the students.

It's also important to keep an open door when it comes to allowing students to express themselves. Permitting students to tell you about their feelings—even negative ones—provides a basis for exploring new ideas, as well as developing new ways to interact socially. For example, a student may tell me, “I hate that teacher. I don't want to do the work.” That can lead to a discussion about when we have to make accommodations and realizing that we don't have to like a teacher (or boss). We just have to do our job and accomplish the task.

Allowing your students to share their thoughts and lives with you yields numerous advantages. Often you'll learn about a problem that is interfering with a student's learning and can help him or her solve it before it becomes insurmountable. You'll also gain valuable insights into your students' thought processes, priorities, and goals. And, it leads to more interesting class discussions. But most importantly, creating an atmosphere in which students can be themselves, “warts and all,” lets them know you care and that they can turn to you to help them achieve academically *and* in life.

Keeping communication open between you and your students also means opening the door to yourself—as a friend as well as a teacher. I have found it particularly effective to give all my students my phone number with instructions to call me if they have a problem. Many take me up on my offer. I receive calls asking for assistance on homework assignments, as well as calls asking for help with personal problems. Through methods such as these, my students learn to trust the fact that I'll be there for them, whether it's in the classroom or “after hours.”

Then Add a Large Dose of Self-Esteem

Positive self-esteem is that special “something” we give our students. With our support and the student's belief in him- or herself, self-esteem will help develop competence and confidence. It promotes a sense of responsibility, an ability to stick up for and defend oneself, a desire to take chances, and a healthy respect for others.

Special educators have a number of ways to bolster self-esteem after establishing a good working relationship with their students. Some that have worked well for me are:

- Say “I love you” and mean it.
- Show acceptance and praise by giving a hug for special accomplishments.
- Encourage success.
- Never lie to a student and expect the same from him or her.
- Listen and talk with respect to a student about anything and everything.
- Be supportive but not overprotective.
- Attend students' school and community activities.
- Teach him or her to say “I will do” and “I can do” NOT “I will try” or “Maybe I can.”
- Use the visualization technique athletes have adopted.
- Teach him or her how to work with teachers.
- Require students to attend any meeting that affects them (IEP, teacher meetings). Include the student in all telephone conversations with parents. Students should have input and opportunity to refute and discuss decisions.
- Each day, select one of the phrases from the “101 Words to Praise a Student” list and use it with every student.

Being there for your students involves your heart and your mind. It involves extending yourself beyond the traditional “teacher” role. But as I look at my desk covered with baby pictures of my “grandchildren” (photos of former students' children) and photos of former students in graduation attire, military dress, or more current poses, I wouldn't have it any other way.

In the end, what my students and I share is much more than a relationship based on academics or knowledge. It's a relationship based on love. ■

Don Butzko is CEC's 1996 Clarissa Hug Teacher of the Year and a member of CEC Chapter #58. After serving as a special education teacher for 34 years, he recently retired.

Read more about Don Butzko in the fall issue of TEC!

Technology Resources for Special Educators

Following is a listing of resources special education teachers who are interested in technology may find helpful.

- **The Technology and Media Division**—CEC's division on technology for special educators, TAM, promotes the availability and effective use of technology and media for individuals with disabilities and/or gifts and talents. In addition to the *Journal of Technology* and the *TAM Newsletter*, which provide members with updates on the latest technology advances in special education, the division also holds conferences and workshops. Contact information: Dave Edyburn, Department of Exceptional Children, University of Wisconsin-Milwaukee, P.O. Box 413, Milwaukee, WI 53201, Phone: 414/229-4821, FAX: 414/229-5300.

- **Closing the Gap, Inc.**—An information source featuring an international conference and newspaper on microcomputer technology for persons with special needs. Contact information: Closing the Gap, Inc., P.O. Box 68, Henderson, MN 56044, Phone: 612/248-3294, FAX: 612/248-3810.

- **RESNA**—An information center for research, development, dissemination, integration, and utilization of knowledge in rehabilitation and assistive technology. Contact information: RESNA, 1700 N. Moore St., Ste. 1540, Arlington, VA 22209-1903, Phone: 703/524-6686, TDD: 703/524-6639.

- **National Rehabilitation Information Center**—A rehabilitation information, research, and dissemination service on government-funded research reports, commercially published books and articles, and audiovisuals; assistive devices; and other related information. Contact information: NARIC, 8455 Colesville Rd., Ste. 935, Silver Spring, MD 20910-3319, Phone/TDD: 800/346-2742, FAX: 301/587-1967.

- **Trace Research and Development Center**—An information source on current microcomputer technology for individuals with disabilities. Publishes the *Trace Resource Book*; offers evaluation services; and distributes the Cooperative Electronic Library on Disability, a set of databases listing thousands of products, services and publications related to technology and disability. Contact information: Trace Research and Development Center, Rm. S-151 Waisman Ctr., University of Wisconsin, 1500 Highland Ave., Madison, WI 53705-2280, Phone: 608/262-6966; TDD: 608/263-5408.

- **Computer Foundation for Handicapped Children**—A nonprofit group that creates and distributes public domain software for persons with special needs. Programs are oriented toward communication, early learning, general education, music, and fun. Contact information: Computer Foundation for Handicapped Children, 5871 S.W. Bonita Rd., Lake Oswego, OR 97035, Phone: 503/624-9196. ■

EXTRA *credit*

New Mental Health Information Clearinghouse: The National Mental Health Services Knowledge Exchange offers a helpline for information and referrals. To access, call 800/789-CMHS; online, http://www.mentalhealth.org; electronic bulletin board, 800/790-CMHS.

Very Special Arts On-line: Very Special Arts now has a home page on the World Wide Web. The site can be found at: http://www.vsarts.org/.

Online Site for U.S. Department of Education (ED) Programs: The Guide to U.S. Department of Education Programs is a searchable database offering information on more than 200 programs administered by ED. Each title is linked to a description of the program, as well as who's eligible to apply and where to call for further information. The address is: http://inet.ed.gov/cgi-bin/wwwwais_edp.

Online Site for Garden/Education Information: Education Programs World Wide Web site features plant-based resources, articles, grant information, and online e-mail pal connections. Address: http://www.garden.org/edu.

New Resource for Paraeducators: *Breaking the Class Ceiling: Paraeducator Pathways to Teaching* reports on Recruiting New Teachers, Inc.'s 1996 national study of programs that help paraeducators pursue careers as licensed classroom teachers. Cost: $31.95. To order, contact Recruiting New Teachers, Inc., 385 Concord Ave., 103, Belmont, MA 02178.

CEC *honor roll*

Barbara Cull, executive director of the Educational Resources Services Center, Inc., and member of CEC Chapter #29, is the first recipient of the Etta Israel Children's Champion Award. The award recognizes members of the education community who have demonstrated a passion and commitment on behalf of children with special needs.

Sandra Fradd, professor at the University of Miami and member of CEC Chapter #121, received a grant from the National Science Foundation to study literacy and science development among culturally diverse students.

Kathleen McLane, CEC's Associate Director of the ERIC Clearinghouse on Disabilities and Gifted Education, has been appointed chair of the ERIC Vocabulary Review Group, which serves all 16 ERIC Clearinghouses.

Filling the Role of the Assistive Technology Specialist

BY ELIZABETH A. LAHM

Trainers have been grappling to determine what technology and skills special educators should have to effectively integrate technology into their teaching. Special educators recognize technology as a supplemental, and sometimes as an alternate medium for presenting instruction to students with special learning needs. It is available in virtually every school and in the majority of classrooms. What skills should teachers possess to implement technology?

CEC has spent considerable time and effort over the past few years identifying the knowledge and skills that beginning special educators should have as they enter the classroom. *What Every Special Educator Must Know: The International Standards for the Preparation and Certification of Special Education Teachers* integrates several technology competencies. This may not be enough.

Many individuals with disabilities require, or could benefit from, assistive technologies beyond the use of technology as an alternate instructional medium. The student with a significant learning disability may benefit from using a portable keyboard for taking notes in class. The student with a voice output communication aid may need the vocabulary customized for a particular class. Should the classroom teacher be expected to assess for these special needs and identify appropriate technology-based interventions? It would be ideal if we all had that level of expertise, but it is not realistic. Who then should have that expertise?

Who Should Fill the Role of Assistive Technology Specialist?

Several teacher preparation schools have programs in assistive technology and prepare special educators to serve as technology specialists to meet these highly specialized needs. However, to date there are no certifications or licenses in this area. Consequently, the field is trying to draft guidelines for training programs and for school districts as they look to obtain technological expertise for their schools. Before guideline completion, two crucial issues must be addressed.

The first issue underlies the whole endeavor...who should the assistive technology specialist be? CEC and its Technology and Media Division (TAM) see the special educator in this role. The American Occupational Therapy Association thinks it should be the occupational therapist. Similarly, the American Speech-Language-Hearing Association believes the speech/language pathologist (SPL) is best suited for the role. RESNA, a multidisciplinary assistive technology association, believes multiple types of therapists could serve in the role. Each of these organizations is drafting competencies for assistive technology specialists. Each is promoting their version as the guidelines for eventual licensure or credentialing.

What Is the Role of the Assistive Technology Specialist?

The second issue that needs addressing is the role of the assistive technology specialist in the schools. Should this person be responsible for conducting the assessment? Should they be the person in charge of equipment acquisition and maintenance? Should they train the classroom teachers? Who will train the student who is receiving the assistive technology?

The few school districts that have hired assistive technology specialists are grappling with these questions. They have learned one thing—there is more work to be done than the specialist can possibly do. Teachers and therapists, most frequently self-taught in assistive technology, hold these few positions and wear all the hats. Assessments are backlogged, devices are improperly matched following incomplete assessments, one-shot training may be provided, and there is virtually no follow-up because the specialists need to move on to the next assignment.

Does the small number of assistive technology specialists hired by school districts indicate there is no need for this expertise? Several federal laws guarantee the right to these interventions, so does this mean all the needs are addressed? Certainly not! The fear of being required to purchase expensive devices has driven school districts to avoid seeing the need. If no one is available with the expertise, no needs will be identified.

We Need to Work Together

Currently, disciplines outside of education are defining the competencies and the role of the assistive technology specialist, and the educator's expertise and perspective are only marginally considered. The medical approach of these other disciplines frequently strives to "cure" an isolated problem and fails to look at the student's whole learning ecology. All we have worked so hard for over the past years, e.g., inclusion, community-based instruction, and a functional curriculum, could be ignored when determining appropriate assistive technology interventions within a medical model.

It's time for all the disciplines to work together to address these issues. As a special educator, I know I do not have the expertise of an occupational therapist, physical therapist, SLP, or any other discipline. I know they bring valuable information to the table about an individual's needs. Let's not splinter an already small field. Let's collaborate and develop a truly multidisciplinary model for assistive technology services. If we do not, those who stand to lose are the students.

Elizabeth Lahm is an assistant professor at the University of Kentucky and a past president of CEC's Technology and Media Division.

Technology, *from page 5*

Fuchs, professor at Vanderbilt University and member of CEC Chapter #185, to measure student progress. This program, which utilizes curriculum-based measurement procedures, helps teachers measure student achievement, determine if students are learning at an acceptable rate, and plan more effective instructional programs.

Other software packages can be used as diagnostic tools. For example, TORUS, developed by John Woodward of the University of Puget Sound and member of the Washington Federation, helps teachers pinpoint where a child's computation of a subtraction problem is going wrong. Then, the teacher can reteach that specific part of the computation instead of the entire process.

Michael Gerber and Melvin Semmel of the University of California, Santa Barbara, and members of the California Federation, have developed a related program, Dynamath, to measure students' ability to solve multiplication problems. Dynamath helps teachers estimate a student's ability to solve problems independently, as well as his or her ability to solve problems with different degrees of support.

Programs also exist to help educators provide interventions for students with behavior problems (SMH.PAL) and to classify students with learning disabilities (CLASS.LD). These programs ask for increasingly specific student characteristics, then search their database for the interventions that would work best for that particular student or the classification that best describes the child's learning disability.

Implications for Special Education

With inclusion, new technologies and applications being applied in the classroom, and parent expectations that their child will be able to use available technologies, all teachers need some degree of technological savvy. While some say special educators need only have a familiarity with technological possibilities for their particular student population, others predict that teachers will need more in-depth knowledge. They recommend that teachers know about the devices and applications available, how they work, what they can do, and how they can best be utilized to enhance curriculum.

Currently, many teachers are at a disadvantage because they lack the training to utilize technology to its best advantage. Most teachers are not afraid or resistant to technology, says Dave Edyburn, associate professor at the University of Wisconsin, Milwaukee, and president of CEC's Technology and Media Division, it's that there is a shortage of training and expertise. The marketplace is changing so quickly, it's difficult for teachers to keep up, and training teachers to work with technology takes longer than was anticipated.

A few colleges and universities have started requiring special education students to take a course in assistive technology, and some predict that school districts will require teachers to take a course for recertification. Sandi Osborn, educational consultant and member of CEC Chapter #155, also recommends ongoing support for teachers. Teachers cannot learn about technology in one inservice, she explains. A teacher may have a student with a particular device one year and won't see another for a couple of years.

"It is extremely important that supports are put in place for the child and teacher," adds Jennifer Meadows, director of Training for the Indiana Technology Project and member of CEC Chapter #82. "An assistive technology expert should train the teacher, teacher aide, and student; train student peers for peer support; and train parents so they can support the child at home. In addition, some kind of hotline should be set up that teachers can call if they get overwhelmed or things aren't working out."

Having staff available who can assess students' technological needs is essential as technology becomes more available for students with various disabilities. Currently, few assistive technology specialists exist, and their fee is high. Therefore, schools may use assessment teams in which special educators, speech/language pathologists, occupational therapists, and others work with a consultant or "case manager" to evaluate a child's technological needs. As these individuals gain proficiency in technology assessment, they can perform the evaluations without the help of the case manager.

How to Stay Current on Technology

- Attend conferences, such as those provided by CEC and CEC's Technology and Media Division.
- Subscribe to technology publications, computer bulletin boards, and organizations.
- Check equipment loan programs in the area for listings of available equipment.
- Access state resource and information centers. (Each state has a technology project responsible for providing training and technical assistance. They may have regional demonstration sites.)
- Network with other technology users and professionals in the field.
- Search the Internet for educational technology sites such as The National Center to Improve Practice, http://www.edc.org/FSC/NCIP/.

Having an assessment staff and protocol in place will become increasingly important as parents become more aware of different technologies. The staff can help parents determine if a particular technology is best for their child or if another would be more appropriate.

Technology assessment may also become a more integral part of the IEP process. If one thinks of technology as a tool to advance educational progress, it must be part of the IEP, says Ralph P. Ferretti, associate professor at the University of Delaware. However, he warns that educators must determine if the technology plays an essential role in accomplishing the IEP goals or if there are less expensive alternatives.

Finally, the legal mandates for the provision of assistive technology will have to be more clearly delineated. As more assistive technology devices are used to help students with mild disabilities and more students find that laptops and other devices help them achieve to their potential, the issue of what constitutes "assistive technology" will have to be confronted. ■

CALENDAR OF CEC events

october

October 10-11, 1996
CEC Institute, "Essentials of an Inclusive School: Curriculum, Collaboration, and Instruction." Wilmington, DE. The Washington Hilton. Contact: Brian Carroll, 800/224-6830.

October 11, 1996
Vermont Federation Conference, "ADHD Reading in Early Years: Phonological Awareness," Burlington, VT. Contact: Mary Barton, 802/875-4159.

October 11-13, 1996
MRDD Conference, Fifth International Conference on Mental Retardation and Developmental Disabilities, "Goals 2000: Education in a New Century," Austin Marriott at the Capitol, Austin, TX. Contact: Linda Easton, 313/944-9500.

October 17-18, 1996
Kansas Federation Conference, "The Courage to Care" Lawrence Holidome, Lawrence, KS. Contact: Jo Agnew, 913/272-4482.

October 17-19, 1996
Florida Federation CEC Annual Conference. Hyatt Sarasota. Contact: Matty Rodriguez-Walling, 305/274-3501, ext. 65, or 305/386-2171.

October 19, 1996
Maryland Federation State Fall Convention. "Inclusion Revisited: A Potpourri of Successes," The Best Western Maryland Inn. Contact: Val Sharpe 410/792-8492.

October 24-25, 1996
Wisconsin CEC Federation Conference. "'Capitolize' on Educational Collaboration." Radisson Hotel, Madison, WS. Contact: Sally Habanek, 414/549-9201.

October 24-26
DCDT Midwestern Regional Conference. Bloomington, MN. Contact: Stephanie Corbey, 612/425-4131.

October 25-26, 1996
CEC Professional Development Series. Boston, MA. Contact: CEC Headquarters, 800/224-6830.

October 28-30, 1996
South Dakota Special Education Conference. "Live the Vision." Ramkota Inn, Pierre, SD. Sponsored by SDCEC, SD Office of Special Education, University Affiliated Programs. Contact: Robin Cline, 605/773-3678, or Loye Romereim, 605/688-4545.

november

November 6-9, 1996
19th Annual TED Conference, "Capitol Speculations," Hyatt Regency on Capitol Hill, Washington, DC. Contact: Mark Goor, 703/993-3140.

November 7-8, 1996
Arkansas CEC Federation Fall Conference. "You Can Make a Difference." Hot Springs Convention Center. Contact: Rebecca O'Donell, 501/967-8060.

November 7-8, 1996
CEC Professional Development Series, Nashville, TN. Contact: CEC Headquarters, 800/224-6830.

November 7-8, 1996
Pennsylvania Federation 37th Annual Convention, "Putting the Magic of Learning to Work," Hershey-Harrisburg Holiday Inn in Grantville, PA. Contact: Kimberly Bright, 717/564-4632.

November 7-9, 1996
Illinois Council for Exceptional Children. "Excellence: Building on Tradition." Arlington Park Hilton, Arlington Heights, IL. Contact: Robert Abbott, 708/249-0886.

November 7-9, 1996
New York State CEC Foundation. "Best Practices in Special Education: Getting Results." Desmond Americana, Albany, NY. Contact: Thomas Kelsh, 518/377-8718.

November 7-9, 1996
40th Annual Ontario Provincial Conference. Sheraton Parkway Toronto, North Hotel, Richmond Hill, ON. Contact: Barbara Rowe, 416/223-6164.

November 8, 1996
Massachusetts CEC Federation. "Linkages: Transition: Teaming, Technology." Newton Marriott Hotel. Contact: Terry Fuller, 617/729-3615.

November 8, 1996
Co-sponsored by CCBD. West Coast Special Education Conference: "Developing Parent and Professional Partnerships." Anaheim, CA. Contact: Kim Laschober, 909/880-5977.

November 8-9, 1996
Georgia Federation Fall Conference. Columbus Hilton and Ironworks Convention Center, Columbus, GA. Contact: Gale Chance, 706/883-1535.

November 14-16, 1996
Ohio Federation CEC Fall Conference. "Teaching Today Reaching Tomorrow." Cincinnati, OH, The Omni Netherland Hotel. Contact: Ralph Shibley, 614/268-1080.

November 21-23, 1996
CASE International Conference on Public Policy in Special Education. Disney Yacht and Beach Club Resorts, Orlando, FL. Contact: Jo Thomason, CASE, 505/243-7622.

THE COUNCIL FOR EXCEPTIONAL CHILDREN
1920 Association Drive
Reston, VA 20191-1589

NONPROFIT
ORGANIZATION
U.S. POSTAGE
PAID
RICHMOND, VA
PERMIT NO. 930

Celebrate CEC's 75th Anniversary in Salt Lake City!

CEC today
EXCLUSIVELY FOR MEMBERS OF THE COUNCIL FOR EXCEPTIONAL CHILDREN
VOL. 3 NO. 3
SEPTEMBER 1996

Inclusion—Where We Are Today

Nearly 8 years since its inception, inclusion continues to remain a divisive issue with some advocating for full inclusion, in which every child with an exceptionality is integrated into the general education classroom, and others supporting segregated settings for students with disabilities.

Recently the debate has taken a new turn. In many areas, inclusion is now regarded not as a *place* where students with disabilities receive services but as a *way* to deliver services effectively. Thus, many educators support inclusionary practices but also advocate for a full continuum of services. Furthermore, when determining whether to place a student in an inclusive classroom or alternative setting, educators base their decision on student outcomes—in which setting will the student succeed and be prepared to become productive, active citizens?

While some districts say they support inclusive schools, they have not made policy changes to ensure integrated settings actually occur. In others, inclusive settings have been initiated by individual teachers or administrators but have little or no backing from the administration. And some schools and districts, the minority, have made fundamental changes, matching policy and practice.

The move to inclusive schools has fostered good and bad practices. Some inclusive settings have resulted in greater academic progress for students with exceptionalities, as well as new opportunities for special educators to share and expand their expertise. However, some unintended side effects of inclusive environments, such as students with disabilities receiving little or inappropriate instruction and poor teacher morale, are fueling the arguments against inclusive settings.

Students with exceptionalities actively participate in inclusive classrooms

Inclusion: The Good and the Bad

The Benefits of Inclusive Settings

When educators and students have the supports they need, inclusive settings can reap positive rewards for students and teachers. Many special educators maintain that students with disabilities learn more in the general education classroom. For example, Francis Stetson, educational consultant and member of CEC Chapter #153, says that when she follows up with schools that have implemented inclusion, the special education teachers support it enthusiastically because they have seen that their students are learning more. Jim Cullop, special education teacher

Continues on page 5

States Act to Include Students with Disabilities in Standards

Students with disabilities have a long history of being left out of standards. Traditionally, they have been exempted from state standards and assessment tests; and when they did take the tests, their scores were omitted from reporting data. That is changing.

A number of states are revising their standards, often making them more rigorous, and the majority have said their standards are for *all* students. Students with disabilities are expected to meet their standards and participate in state and district assessments, with accommodations provided when needed. In addition, data on the performance of students with disabilities may be reported to the state and the public.

In most cases, the standards will serve as a yardstick by which schools can gauge their performance and can lead to improved programs and curricu-

Continues on page 9

inside

Books for Every Student in Your Class 7
Co-teaching: What's It All About? 12
Is Positive Reinforcement the Same as Bribery? 14

Nominations for CEC's Executive Committee

CEC members are invited to submit names of candidates for the following upcoming vacancies on the Executive Committee of the Board of Governors. Nominations must be postmarked by November 1, 1996.

Office *(current office holder)*	Term of Office
First Vice President* (Gerald Reynaud)	**1997-2001**
Governor-at-Large (Bill Bogdan)	**1997-2000**
Governor-at-Large (Vacant)	**1997-2000**

**The individual elected to this office assumes the position of First Vice President during 1997-1998, President Elect during 1998-1999, President during 1999-2000, and Immediate Past President during 2000-2001.*

Nomination Procedures and Guidelines

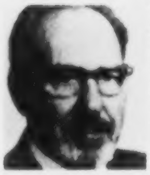
Any Council member or unit may submit names for any of the above offices. Names and supporting information on these candidates will be presented to the CEC Board of Governors for a ballot vote resulting in the selection of a slate of nominees for each vacancy. This slate of candidates will be announced in the February 1997 issue of *CEC Today* and voted on by the Delegate Assembly at the 1997 Annual Convention in Salt Lake City.

Qualifications should include such factors as length of CEC membership, active participation in Council affairs on local, state/provincial and international levels, and professional contributions to the field. Those submitting names for a vacancy should provide the following information:

- Name, complete address, and telephone number(s) of nominee
- Office for which the person is being nominated
- Length of membership in CEC. (The candidate must also be a current CEC member.)
- A completed and signed "Biographical Information Form" prepared by the nominee. Blank forms are available from Karen Ulans, Governance Coordinator at CEC Headquarters (703/264-9487 or e-mail karenu@cec.sped.org).
- Name, address, and unit affiliation (if any) of the person submitting the candidate's name.

All nominations and supporting materials must be postmarked by November 1, 1996 and submitted to Diane L. Johnson, Chair, Nominations Committee, CEC, 1920 Association Drive, Reston, Virginia 20191-1589.

CEC Bids a Sad Farewell to Samuel A. Kirk



Samuel A. Kirk, 91, often referred to as the father of special education, died of a heart attack July 21 in Tucson, AZ. Kirk originated the term "learning disabilities" and became the recognized authority in the field, as well as in the field of mental retardation. His research and work resulted in teaching techniques such as remedial reading drills that are still used in classrooms today and the Illinois Test of Psycholinguistic Abilities, which measures linguistic, perceptual, and memory abilities in young children.

Kirk also published numerous books on mental retardation, learning disabilities, and reading. His introductory special education textbook, *Educating Exceptional Children*, which has been revised repeatedly, still provides the foundation for future special education teachers.

In addition to his professional responsibilities, Kirk gave willingly to organizations that support special education. He was a former president of CEC (1940-42) and vice-president of the American Association on Mental Deficiency.

Kirk, who was born in Rugby, ND, began his career in 1929 at the Oaks School in Chicago, IL, working with boys who were delinquent and had mental retardation. During this time, he arranged to tutor a boy at 9:00 pm. The boy sneaked out of bed each night and met him in a small alcove—actually the doorway of the boy's restroom. Kirk often stated that his first experience in tutoring a case of reading disability was "not in a school, not in a clinic, and not in an experimental laboratory. It was in a boy's lavatory."

In 1947, Kirk joined the faculty of the University of Illinois to develop a program in special education for undergraduates and graduates and eventually directed the school's Institute for Research on Exceptional Children, one of the earliest multidisciplinary research centers devoted to the study of children with exceptionalities. Out of that center came research on the sociology of families with children with disabilities, the learning process of children with exceptionalities, strategies to evaluate the special education of children with mental retardation, and the education of children with brain injury.

From 1963-64, Kirk served as the director of the Division of Handicapped Children and Youth in the United States Department of Education. During his tenure in Washington, he contributed to early federal legislation that ultimately led to contemporary laws on special education, such as the Individuals with Disabilities Education Act. After his service in Washington, Kirk returned to the University of Illinois.

When many people would be thinking about retiring, Kirk started a new career, moving to Tucson, AZ, in 1968, where he was a professor of special education. Kirk formally retired in June 1987, but it was hard to believe he was "retired." Instead of sitting in the Arizona sunshine, Kirk was always working with the students, always teaching, always looking for a new way to help students learn.

Kirk's many contributions to the field not only provided the groundwork for special education, it also paved the way for future generations of special educators to learn and practice effective teaching strategies.

"It was a great honor and joy to have known Sam Kirk," said Fred Weintraub, CEC's Senior Director of Publications and Professional Standards. "To him, age didn't mean a thing. The only thing that counted was the significance of the work you were doing. Few will ever leave as rich a legacy."

Kirk is survived by his wife and longtime collaborator, Winifred D. Kirk; a son, Jerry; and a daughter, Lorraine. ■

Quiz! How Much Professional Insurance Do You Need?

Do you need professional liability insurance? If so, how much? Take the quiz below and find out how much you know about what you need to protect yourself from professional litigation and/or attorney fees. (Circle the best answer.)

1. Educators should acquire professional liability insurance because

a. their school's/district's insurance may not be as extensive as needed.
b. their liability needs may far exceed the school's/district's insurance coverage.
c. they could bump into many unforeseen mishaps.
d. all of the above.

2. The most common reason why a lawsuit is filed against a teacher is

a. a teacher improperly touches a child.
b. a teacher has not done his or her job.
c. a child is injured.

3. Special education teachers are particularly susceptible to lawsuits that occur because he or she

a. places a written record that parents deem incriminating in a student's file.
b. is accused of educational malpractice (claims that a student has been improperly taught).
c. all of the above.

4. In addition to traditional coverage, most professional liability insurance programs cover part-time employees, suits between employees, and suits that do not ask for monetary damages.

True False

5. In addition to traditional coverage, CEC's professional liability insurance programs cover part-time employees, suits between employees, and suits that do not ask for monetary damages.

True False

6. The recommended professional liability policy is an occurrence policy, which means that

a. each incident is weighed subjectively.
b. you are insured at the time an incident that may cause a problem in the future occurs.

7. It is a good idea to carry up to $1 million of insurance per individual per occurrence.

True False

8. Your school's insurance policy may not cover you in which of the following cases:

a. the school says you were negligent.
b. the school says you did something against its or the district's directive.
c. the school's insurance company goes bankrupt.
d. the school has a claims-made policy, in which case you may not be protected if you are sued years after the incident occurred.
e. a, b, and d.
f. all of the above.

9. Criminal suits against teachers carry charges of

a. sexual abuse.
b. using abusive language.
c. corporal punishment.
d. assault.
e. a, c, and d.
f. all of the above.

10. If a teacher wins a suit, he or she is still responsible for paying legal fees.

True False

11. Educators should protect themselves from potentially litigious situations by

a. keeping accurate records on students' progress and needs and developing realistic goals.
b. documenting any accidents that occur while on duty.
c. acquiring adequate professional liability insurance.
d. all of the above.

12. A good professional liability insurance policy covers

a. civil cases.
b. criminal suits.
c. all of the above.

13. The CEC professional liability insurance covers a broad range of situations

a. only when allegations are proven.
b. whether allegations are true or false.

14. The CEC professional liability insurance covers

a. civil cases.
b. criminal cases.
c. a and b.
d. a only.

15. CEC's professional liability insurance costs

a. over $300.
b. less than $100.
c. over $200.

(Answers on page 15)

inside

SEPTEMBER 1996 VOL. 3 NO. 3

CEC Today is published by
The Council for Exceptional Children, 1920
Association Drive, Reston, VA 20191-1589
Telephone 703/620-3660, TTY 703/264-9446,
lyndav@cec.sped.org

CEC Today is not copyrighted. Members are encouraged to copy and disseminate information in this publication.

CEC President: Gerald L. Hime

Executive Director: Nancy D. Safer

Editor: Lynda C. Voyles

Contributing Editors: Jacki Bootel, Department of Public Policy; Jean Boston, Publications and Professional Standards; Jane Burnette, Grants and Contracts; Brian Carroll, Professional Development; Grace Zamora Duran, Membership; Karen Vermaire Fox, Student CEC; Stephen Gregory, Marketing; Jeanne Glover, Membership; Shelia Mingo, Ethnic and Multicultural Concerns

Inclusion—Where We Are Today *1*
States Act to Include Students with Disabilities in Standards *1*
CEC Bids a Sad Farewell to Samuel A. Kirk *2*
Member Benefits *3*
Advocacy in Action *4*
Student CEC Spotlight *6*
Multicultural *7*
Key Trends in Canada *7*
Division Focus *8*
Professional Advancement *10*
Member to Member *12*
Speaking Out *14*
Classified Ads *15*
Calendar of Events *16*

Advocacy in Action

CEC president Jerry Hime meets with Congressman Dana Rohrabacher (R-CA)

CEC CAN Coordinators Advocate for IDEA

This summer, CEC's Children and Youth Action Network (CAN) coordinators descended on the Hill to advocate for the reauthorization of the Individuals with Disabilities Education Act (IDEA), funding for special education, and support for special education's discretionary programs. When the coordinators met with individual members of Congress and their legislative staffs, they emphasized the importance of reauthorizing IDEA this year and CEC's policies concerning the bill. They also gave the lawmakers a personal look into how and why special education is so important and the very real difference it and its support programs make in the lives of children with exceptionalities.

The visits came after 2 days of intensive workshops on advocacy and advocacy issues. In addition to CEC Headquarters staff, representatives from Congress and the administration spoke with the coordinators.

Of particular import were remarks by the U.S. Department of Education's Senior Advisor on Budget Policy Susan Frost, who explained the budget process. Frost stressed the importance of advocacy groups letting Congress know how important their programs are to the organization's constituency. She advised a well-organized and intense campaign involving numerous members of an organization. In this way, not only can programs be saved from the budget knife, they can also be increased—even in times of fiscal constraint, she said.

Other speakers included Todd Jones from the House Committee on Economic and Educational Opportunities; Robert Silverstein, Minority Staff Director, Senate Subcommittee on Disability Policy; and members of the Parent/Educators IDEA Partnership. The Partnership is a coalition of education and advocacy organizations that was formed to guide IDEA through reauthorization.

CEC would like to thank our CAN coordinators who do such an excellent job of supporting students with exceptionalities, and we urge all our members to help us create greater educational opportunities and resources for these students. As Frost said, it takes the work of many for us to be heard. To learn what you can do to help, call CEC's Department of Public Policy, 703/264-9498.

The *Political Advocacy Handbook*—A Tool Designed for You

To help you become a more effective advocate for students with exceptionalities, we've developed a tool that will help you feel more comfortable interacting with your elected officials, as well as policymakers in your districts. The handbook is almost completed, and it will be available for purchase by CEC federations, divisions, and chapters in late fall.

The *Political Advocacy Handbook* is organized as four separate training modules. They are: Introduction to Advocacy, Understanding the Governmental Process, Strategies for Influencing Policymakers, and Building Networks and Coalitions.

The modules include: background information on the topic, suggestions for further reading, suggested workshop or training session activities, ideas for application, and appendices containing black line masters for making overheads and handouts. Each module is a self-contained set of training materials. However, each module builds on the knowledge covered in the previous module.

We will be working with your federations and divisions to hold sessions on grass-roots advocacy at annual and chapter meetings. If you'd like to get more involved in the advocacy process but you're not sure where or how to begin, let your CAN Coordinator and your federation or division president know that you'd like to participate in a grass-roots advocacy workshop.

Once the U.S. version of the modules is completed, it will be adapted to reflect Canadian governmental procedures.

IDEA Still Stalled

As this issue goes to press, the Senate bill on the reauthorization of the Individuals with Disabilities Education Act (IDEA) has still not been taken up on the Senate floor. CEC, along with other members of the Parent/Educators IDEA Partnership, has been working to create compromises that Senators who want to amend the bill will accept. Areas of controversy include discipline and attorney fee provisions

At this time, Congress is hoping to address the bill when it returns from the August recess. For a current update on the status of IDEA's reauthorization, please call the Department of Public Policy at 703/264-9498 or access CEC's web page http://www.cec.sped.org

The FY 1997 Budget Book Is Available!!!

Fiscal Year 1997 Federal Outlook for Exceptional Children, CEC's annual publication providing up-to-date comparison data on appropriations for all major programs affecting special education, is now available. The *Outlook* explains federal programs for children with exceptionalities and the important needs each one meets.

To convey the necessity of continued funding for FY 1997 and subsequent years, this edition of the *Outlook* contains new success stories about the children who benefit from special education and gifted programming. Also included in the information on each program is the President's budget request for FY 1997 and CEC's recommendations on program funding levels.

CEC hopes that a better understanding of special education programs and the many benefits they have for children with exceptionalities will lead to increased support and advocacy for services for these children. To order, call 800/CEC-READ, # R5175. Member price, $11; nonmember, $15.70. ■

Inclusion, *from page 1*

from Glen Allen, VA, corroborated the fact that students with disabilities learned grade-level content. He reports that by making accommodations, his students in inclusive classes were able to learn grade-level material and even performed well on county tests. He attributes their success not only to increased learning but the students' new belief in themselves and their ability.

Another advantage to inclusion is that students with disabilities learn appropriate social skills in general education classrooms and make friends with their nondisabled peers. With these skills, students with disabilities become better prepared to participate in the work place and in society.

"One of the pieces we know, in addition to content, is that most students with disabilities fail after school because they don't have the social skills they need," said Brian McNulty, Colorado State Director of Special Education and member of CEC Chapter #3821.

In addition, inclusion has helped students with disabilities become more active and accepted members of their schools. They participate in sports and other extra-curricular activities and hold leadership positions in school clubs and the student council.

Inclusive schools have also helped special education gain acceptance. With the special education teacher in the general education classroom, general education students are willing to ask him or her questions and seek specialized help when they need it, a development that almost never occurred when special educators taught only in pull-out programs.

Another advantage that has been realized in inclusive schools is that teachers find they have new ways to use and expand their skills. Also, new ways to pool staff resources such as teaching teams in which a group of teachers work with certain grade levels reduce the number of students special educators are responsible for.

Inclusion's Side Effects

Student Service

However, some special educators believe that inclusion is doing a disservice to students with disabilities. They contend that inclusion is depriving students with disabilities of special education services and the education they are entitled to. For example, in some districts, students can no longer receive special education services in alternative settings because they no longer exist.

"There is no question that in an increasing number of school districts we are losing special education placement options," said Douglas Fuchs, professor of special education at Vanderbilt University and member of CEC Chapter #185. "Programs are disappearing—resource rooms, self-contained classes, and special day schools are disappearing."

Some special education teachers also question whether their students with disabilities are gaining academically in the general education classroom or if they are learning all they need to know. Even when students are mastering grade-level material, they may not receive remediation for skills they lack. Naomi Zigmond, professor at the University of Pittsburgh, and member of CEC Chapter #104, contends that even in general education classrooms that provide accommodations, students with disabilities do not receive a "special education." The backbone of special education is providing "intensive, urgent, goal-directed, and individual instruction," which rarely occurs in the general education classroom, even when a special educator is collaborating with the general educator and/or co-teaching, she says.

Successful teaching and learning may also be compromised when paraeducators, who have not received specialized training rather than certified professionals, are providing services to students with disabilities.

"If the regular class placement is where everyone will be regardless of needs, there will be a watering down of special education," states Doug Gill, Washington State Director of Special Education and member of CEC Chapter #1014. "At issue is our ability to transfer the knowledge of specially designed instruction to another group of people so there is consistency of equality of services regardless of who is providing the service. I'm not sure we are able to bridge that knowledge gap effectively now."

Another concern special educators have raised is that rarely are special education students prepared to move into less restrictive environments. Few areas provide tools that teachers can use to help students make the transition smoothly. Examples are ecological inventories—classroom inventories special and general educators complete in each other's classes to help teachers understand each other's settings—or videos. Instead, the services a child needs are to be brought into the general education class. Unfortunately, that does not always happen.

"Moving kids across settings always has been and currently is one of the most difficult things education tries to do," said Fuchs. "We don't have sufficient appreciation for how difficult that really is."

Finally, in a few cases, special educators' worst fears about inclusion have come true—inclusive classrooms have become "dumping grounds," where special education students receive little or no support and are isolated and ignored by the teacher and/or students. Even when general educators want to do more with their special education students, they often don't have the time or resources to do so.

Teacher Concerns

Researchers and others report that inclusion is more easily accepted by general educators than special educators. Perhaps the reason is that though inclusion has forced all teachers into new ways of teaching, none has been impacted as much as the special educator. Often trained as specialists to work with students individually or in small groups, special educators are being asked to work in situations they have not been prepared for.

Furthermore, schools/districts fail to provide the training teachers need to implement inclusion. Too often, teachers are given a one-day workshop or shown a video and expected to know how to teach in inclusive environments successfully. As a result, special educators and administrators are confused about who they should be working with, working for, and what they should be doing with the students in their charge, says Fuchs.

Continues on page 15

Student CEC Needs You!

BY ALISON RAMP

Joining a professional organization such as Student CEC is one thing. Getting the most from your membership is another.

Student CEC offers its members many benefits beyond the journals, workshops, and conventions. It gives you the opportunity to work with today's special education leaders, gain experience in your specialty area, find out first-hand—and perhaps help shape—the trends and policies affecting special education, and learn valuable leadership skills.

All you need to do to take advantage of these opportunities is to become actively involved in Student CEC. Now is an excellent time to join CEC's leadership. Student representation is growing, and the number of leadership positions for which students are needed exceeds the number of students available. So take a step that will help you and Student CEC—become an active Student CEC member.

The Opportunities!

At the Chapter Level

For many Student CECers, leadership at the local level is the first step. Local officers plan, develop, and implement policies and events for their chapter; recruit new members; and work with their state/provincial unit. Offices you can run for include:

- President—Oversees all aspects of chapter activities. Organizes meetings, sets calendar of events for the year, chairs business meetings, appoints committee chairs for professional development and social activities.
- Vice president—Plans and organizes professional development events. Assists president when needed.
- Secretary—Takes meetings' minutes. Coordinates mailings, oversees correspondence, creates and presents posters and bulletin boards. May also be involved in membership recruitment and/or public relations activities.
- Treasurer—Controls finances, sets up bank account, creates and organizes fundraising activities.
- Public Relations—Recruits members, creates bulletin board displays, places announcements in school newspapers, works with the media to cover SCEC/community events.
- State/Provincial Liaison—Disseminates information between state/provincial and local chapters, attends state/provincial association meetings, reports state/provincial information to the local chapter, represents chapter at state/provincial conferences.
- Membership Chair—Recruits members, runs the "You Can Make a Difference Campaign," monitors membership rosters, organizes recruitment events.

If you don't want to hold an office, you can join chapter committees and/or help produce or plan chapter events.

At the State/Provincial Level

State/Provincial Student CEC officers serve as liaisons between national and chapter officers and help ensure national Student CEC officers know about and meet local concerns. Most state/provincial Student CEC positions include: president, vice president, secretary, and treasurer, whose duties are similar to those of local officers but focus on state/provincial issues and events. Other state positions include:

- Member of the Board of Governors—Represents students from all chapters in your state at the annual convention. Also serves as a moderator between CEC and Student CEC.
- Student Children and Youth Action Network (CAN) Coordinator—Represents your state members at the annual convention, advocates for children's rights, shares advocacy information.

At the National Level

Student CEC national officers are responsible for guiding and leading Student CEC. They set goals and objectives for the coming year, develop new programs to advance Student CEC and its members, and work with CEC's leaders to coordinate CEC and Student CEC activities and events. National officers include:

- President—Leads Student CEC in planning and implementing programs. Facilitates and coordinates all Student CEC Executive Committee and CEC Board of Governors' meetings.
- Vice President of Committees—Coordinates all ad hoc and standing committees.
- Vice President of Programs—Recruits convention program session participants and organizes Student CEC sessions and events for the annual CEC convention.
- Vice President of Communications—Serves as co-editor of the Student CEC page in *CEC Today*, recruits student writers, and takes minutes at all international level meetings.
- Student Canadian Liaison—Serves as the liaison between Canada and the U.S., attends all international meetings, and relays information to the Canadian Student CEC chapters.
- Student Committee Member Volunteers—Serves on any standing or ad hoc committee and often fulfills more specific functions. The standing committees include: Honors, Membership, Publications, Multicultural Concerns, Region Chair, Elections, and Internet Resources.

How Do I Get Involved?

If you want to run for a state or national office, request an application packet from your advisor or call CEC Headquarters, 800/845-6232. You can also call CEC Headquarters and ask about volunteer committees.

What If I'm Not Qualified?

Just be willing to learn. You do not have to be a chapter officer to get involved at the state/provincial or national level. You do not even need experience! Either the person who held the position before you or a professional CEC member will train you and make sure you know what you are doing. ■

Alison Ramp is a senior at the University of Southern Mississippi. She is the Vice President of Communications of Student CEC.

Books for Every Student in Your Class

Having school/classroom libraries that represent all multicultural groups can reap large rewards. Teachers have successfully used multicultural literature to help students increase self-esteem, learn new social skills, and understand their own behavior—as well as that of others.

"Books can be very affirming," said Gwendolyn Cartledge, a professor at Ohio State University and member of CEC Chapter #13. "It is so important for children from minority groups to see themselves affirmed. If they don't see themselves in books and literature, they are often likely to engage in negative self-identities that are translated into maladaptive behaviors."

Literature that positively reflects diverse groups and their values is equally valuable to students of the majority culture, Cartledge explains. When these students read multicultural literature, it helps them grow up valuing everybody, she said.

However, finding books that represent different cultures can be difficult. Following is a list of books that will appeal to students from diverse cultures and the majority culture.

Early Elementary Grades

- *Jackie Robinson: He Was The First*, by D.A. Adler (biography, dealing with conflict).
- *The First Strawberries: A Cherokee Story*, by J. Bruchac (friendship, how to speak to others).
- *The Adventures of Connie and Diego/Las Aventuras de Donnie y Diego*, by M. Garcia (affirming experiences for children who are Hispanic).
- *Talk That Talk: An Anthology of African-American Storytelling*, by L. Goss & M.E. Barnes.
- *Nathaniel Talking*, by E. Greenfield (rap, family relationships).
- *Amazing Grace*, by M. Hoffman & C. Binch (affirming).
- *Brown Angels: An Album of Pictures and Verse*, by W.D. Myers (affirming).

Upper Elementary Grades

- *The People Could Fly: American Black Folktales*, by V. Hamilton.
- *Yellow Bird and Me*, by J. Hansen (addressing urban children, foster care, extended families and Black communities).
- *Older Brother, Younger Brother*, by N. Jaffe (honor and good versus greed).
- *Swimmy*, by L. Lionni (brains over brawn, cooperation).
- *I Speak English for My Mom*, by M. Stanek (experiences of a child who is Hispanic speaking English for parent).
- *Angel Child, Dragon Child*, by M.M. Surat (American and Vietnamese students become friends after initial conflict).

Middle/Junior High School

- *Willy's Summer Dream*, by K. Brown (overcoming learning disabilities, improving one's self-confidence).
- *A Hero Ain't Nothin' but a Sandwich*, by A. Childress (story of a 13-year-old's addiction to drugs).
- *Sequoia*, by R. Cwiklik (development of the Cherokee alphabet).
- *A Little Love*, by V. Hamilton (story of two urban teens).
- *Scorpions*, by W.D. Myers (a realistic story of urban life from the perspective of a young male).
- *An Ancient Heritage: The Arab-American Minority*, by B. Ashabranner.
- *The Earliest Americans*, by H.R. Sattler

High School

- *To Live in Two Worlds: American Indian Youth Today*, B. Ashabranner (nonfiction).
- *Into a Strange Land: Unaccompanied Refugee Youth in America*, by B. & M. Ashabranner (nonfiction, immigrant teens share personal stories).
- *New Kids on the Block: Oral Histories of Immigrant Teens*, by J. Bode.
- *Living to Tell About It: Young Black Men in America Speak Their Piece*, by D. Dawsey (young men address some contemporary social issues).
- *Motown and Didi: A Love Story*, by W.D. Myers (fiction-urban love story).
- *Baseball in April: And Other Stories*, by G. Soto (stories of typical social experiences for teens who are Hispanic).
- *Ceremony of the Panther*, by L. Wallin (behavior of youth who are Native American). ■

CEC/DDEL 1997 Multicultural Symposium

Enriching the Tapestry of Cultural and Linguistic Diversity

New Orleans, Louisiana

January 8-10, 1997

Registration Fees:

Preregistration	*On-Site*
$199 Members	$255 Members
$249 NonMembers	$310 Nonmembers

To register or for more information call:

800/224-6830

Key Trends in Canada

A recent analysis of the provincial and territorial reports reveals the following educational trends in Canada:

- More cooperative efforts at the regional and national levels.
- More accountability to the public.
- Information technology as an integral part of education.
- Less funding for education; ensuring resources are allocated to the classroom.
- Fewer school districts/boards.
- Focus on curriculum outcomes and standards to make education more relevant, improve levels of student achievement, and find more cost-efficient ways to deliver programs.
- Jurisdictions are implementing comprehensive, multi-year assessment programs that are tied to their curriculum standards and outcomes.
- Transition programs.
- Evaluation of current development and training programs.

From the Council of Ministers of Education, Canada

Division Focus

CASE

The Council of Administrators of Special Education

During the summer, CASE Executive Committee members met in Washington, DC, shared administrator views with their Congressional delegations, and participated in the CEC Leadership Seminar. At the CASE Executive Committee meetings, plans for the coming academic year were developed.

In October, the CASE Board of Directors will meet in St. Louis to update the CASE Strategic Plan and consider changes to the CASE Constitution. The Board is CASE's policy-making body and will advise the Executive Committee regarding issues and positions CASE will take up in the coming year.

The CASE International Conference on Public Policy in Special Education will be held in November in Orlando, FL. Strand topics include public policy, technology, legal issues, administrator issues, and urban education. Nonmembers who wish to attend should contact the CASE office at 505/243-7622.

Registration forms for the CASE Institute on Related Services, to be held in Clearwater Beach, FL, are on their way to members. This promises to be a unique opportunity for indepth discussion on the provision of speech and language, occupational and physical therapy services to students, and information on assistive technology.

CCBD

The Council for Children with Behavioral Disorders

At the 1997 annual convention, CCBD will provide a recognition display in the 75th Anniversary Hall where members can acknowledge the contributions that other members have made to their personal and professional lives. If you would like to participate, contact Lyndal Bullock, University of North Texas, P.O. Box 13857, Denton, TX 76203. Deadline for mail-in recognition forms is March 15, 1997.

CEDS

The Council for Educational Diagnostic Services

CEDS/NY is excited to announce that plans have been made for the preconference workshops at the November meeting in Albany. Yvette Jacson, Director of Instructional Services for the National Urban Alliance will focus on Feurerstein's Learning Potential Assessment, and Sharon-Ann Gopaul-McNicol, will present "Bio-Ecological Approach to Assessment." For more information, contact Myra Brahms, 212/628-6797.

DCDT

The Division on Career Development and Transition

DCDT has taken the lead in division membership growth. In 1995-1996, DCDT membership reached 2,473, a 7.9% increase in membership. DCDT is now the 7th largest of the 17 divisions!

Starting in October 1996, DCDT will develop a new 5-year strategic plan for 1997-2001. One of DCDT's goals is to closely align the new strategic plan with that of CEC.

While you are "surfing the net," make sure you visit DCDT's new web site. Congratulations to Sherrilyn Fisher for completing the DCDT home page. The address is http://www.kumc.edu/dcdt/

DEC

The Division for Early Childhood

DEC Seeks New Editor of *Journal of Early Intervention (JEI)*. On July 1, 1997, the term for the current editor of *JEI* will expire. Editorial duties include selecting associate editors and a review board, receiving manuscripts submitted for publication, assigning manuscripts to associate editors or reviewers, monitoring the review process, assembling accepted manuscripts for journal publication, communicating with the publisher, communicating with authors of accepted manuscripts, managing the budget for the journal, attending the DEC Executive Board meetings, and preparing annual reports for the DEC Executive Board. For information, contact Steve F. Warren, Editor, Special Education Department, Peabody College at Vanderbilt University, Box 328, Nashville, TN 37203; 615/322-8277 or 615/343-1570 (FAX).

DISES

The Division of International Special Education and Services

DISES is planning the Special Education World Conference 2000 in Vancouver, BC, April 3-9, 2000. In April 1995, the DISES Executive Committee initiated the Congress Planning Task Force and elected Aaron Armfield chair. Additional members include Bill Berdine, Richard Garguilo, Janice Chavez, Bob Henderson, Carmen Iannaccone, Mary Gail Budzisz, Nomsi Gwalla-Ogisi, and Louise Fulton. Three strategic planning meetings are scheduled to coincide with the November TED and January 1997 Multicultural conferences and the April 1997 CEC convention. For more information, contact Aaron Armfield: ARMFIELD@coe.unomaha.edu or Louise Fulton: lfu@wiley.csusb.edu.

This year, DISES is emphasizing recruitment, retention, and active involvement from members across the world. Several new committees are being formed. For more information, contact Malati Gopal, Membership Chair, mgopal@ gwis2.circ.gwu.edu; Louise Fulton, DISES President, Resource Data Bank, lfu@wilely.csusb.edu; Francisco Cavalcante, International Issues,fsc@crista.unh.edu; or Bob Henderson, International News and Announcements, bob-h@uiuc.edu.

MRDD

The Division on Mental Retardation and Developmental Disabilities

MRDD is proud to honor the following individuals: Valerie Sharpe, President of the Maryland Subdivision, The John W. Kidd Subdivision Award; Horace Mann, The Burton Blatt Humanitarian Award; Kimberly Harlan, Practitioner Award; Kerry Louise Holloman, The Herbert J. Prehm Student Award; Murray Fisher and Robert Herbstsomer, The Teacher of the Year Award.

Join us at the 5th International Conference on Mental Retardation and Developmental Disabilities, "Goals 2000: Education in a New Century," to be held in Austin, TX, on October 11-13, 1996. David and Tom Smith will co-chair a panel discusion that will address concerns about the educational implications of current policy and practices in mental retardation definition, classification, and terminology. The conference will also feature a student ◦

strand and reception on October 11 and a meeting of the Texas MRDD subdivision on October 12. For further information, contact Linda Easton at 313/944-9500.

Standards, *from page 1*

lum for students with disabilities, but in some states the standards can also impact a student's ability to graduate. These "high stakes standards" require students to pass an exam or demonstrate that they have mastered the knowledge and skills outlined in the standards before they can graduate or receive a regular high school diploma.

The impetus for improved standards began with a push for national standards and programs such as Goals 2000 and the Improving America's Schools Act. Though the emphasis on national standards has declined, states are committed to developing educational systems that help students reach higher standards. Furthermore, states have demonstrated an interest in including students with disabilities in their standards and have included special educators in the development of their standards and assessment measures.

"At the beginning, reform didn't include special education up front," said Carol Ann Baglin, Maryland's Assistant State Superintendent for Special Education. "Now we're beginning to have special educators participate on how to apply those standards, develop appropriate kinds of performance activities, and look at assessment to make sure our kids can demonstrate the skills if they are exposed to core learning."

Keeping Students with Disabilities in the Forefront

According to Jim Ysseldyke, Director of the National Center on Educational Outcomes and member of CEC Chapter #367, 85% of students with disabilities can take state assessments, and if accommodations are made, even more can take the tests. However, schools and states discouraged these students from participating in assessments because they drove down scores, making schools, districts, or states rank lower on comparison data.

Omitting students with disabilities from state standards and assessments puts them at a disadvantage. Because their progress is not tracked, schools do not know if their special education programs need improvement and there is no incentive to develop new teaching practices for students with disabilities or devote resources to them.

"Unless kids are a part of the group against which a school is measured, you can overlook innovations and proper methodologies for kids," said Richard Steinke, Maryland Deputy State Superintendent.

In states that are including diverse learners in their standards, that may change. Some states are setting benchmarks—assessments are given periodically, such as in the 4th, 8th, and 11th grades—to assess student progress, including that of students with disabilities to the state and the public. In some states, schools must report data on how well students are doing in terms of gender, ethnicity and disability. This data helps schools determine how well their special education programs are working, if curriculum changes need to be made, discover staff development needs, and ascertain staffing requirements.

Obtaining and reporting data can also give special education the proof it needs to show that it is making a difference and helping students with disabilities achieve academically.

Making Standards Work for Students with Disabilities

To ensure students with disabilities can meet their standards, states are developing accommodations and modifications for content and assessment tests. In some cases, modifications will be reviewed and updated annually. States are also restructuring curriculums to correspond with their standards. Students with disabilities are to be given access to the common curriculum along with any supports they need to learn the material.

States handle students with severe cognitive disabilities differently. While some states exempt these students from standards, others are developing functional standards that show the students are benefiting from the educational process and using alternative assessments to measure progress and program effectiveness.

More Rigorous Standards

Many states are instituting more rigorous standards. Currently, 20 states link their standards to graduation. Most exit exams are minimum competency tests that measure 7th, 8th, or 9th grade knowledge and skills, but 11 states say they are planning to raise their exam standards, according to a survey conducted by the American Federation of Teachers.

Some states are also dropping basic courses. It is felt that with proper instruction in elementary and middle school in addition to accommodations and support, students with disabilities should be able to pass the required higher-level courses.

With these changes, some educators fear that their students with special needs may not graduate. An alternative is for states to provide different types of diplomas. Maggie McLaughlin, professor at the University of Maryland, College Park, and member of CEC Chapter #263, predicts that states will provide additional diplomas and other certificates that are more descriptive of what students can do. Options include certificates of attendance or IEP diplomas.

Impact on Teachers

Teachers are already feeling the impact of standards. While many special educators like the standards because it gives them a clear focus for student progress, the increased amount of content and knowledge students are expected to master has been cause for concern. Working on the regular curriculum takes so much time that little is left to deal with more specific skills, competencies, and functional strategies the students might need.

Teachers are also being asked to expand their professional skills. Many states that are embarking on standards reform are implementing extensive professional development projects.

Finally, teachers may feel pressure to be more accountable. With the reporting of data, schools can look at individual programs and determine where improvement may be needed. ■

Be a Part of CEC's 75th Anniversary Celebration!

Mark your place in CEC's history by participating in CEC's 75th Anniversary commemoration events. Two activities that will provide a compelling representation of CEC's and its units' work and history are the 75th Anniversary Quilt, for which federations and divisions are invited to create a square, and the Photo Mural, for which federations can submit photos depicting those with whom and for whom we work. These works will be displayed at the 1997 CEC Convention, and the quilt will be exhibited at CEC Headquarters following the convention. Following are details concerning CEC unit contributions to these exciting anniversary commemorations.

75th Anniversary Quilt—CEC's federations and divisions are invited to submit a 9" x 9" completed quilt square with quarter inch margins. Guidelines for quilt square design: think of your state/province's unique characteristics and incorporate them into the design, and be creative! Quilt squares must be submitted to Joyce Barnes, 3334 Edward Circle, Salt Lake City, UT 84124, by January 1, 1997.

Photo Mural—The photo mural's theme is "Crossing Boundaries." Photos should be taken by teachers and students and their families and submitted by the federation. Please emphasize diversity. To participate, federations can

a. Submit up to 5 negatives in color or black and white.

b. Send computer files in place of negatives.

For both options, include the name, address, and phone number of the photographer, as well as the names, addresses and phone numbers of the subjects. Also, each photo must have a signed release granting CEC permission to use the picture in any way it deems appropriate. If the subject is a minor, the parent or guardian must sign the release. All negatives or computer files must be sent to Joyce Barnes, 3334 Edward Circle, Salt Lake City, UT 84124 by November 15, 1996.

Get Your Year Off to a Great Start with CEC Products!

CEC has many excellent publications and products that can help you make this a great year for you and your students. A few of our newest works are:

- **Teaching Kids with Learning Difficulties in the Regular Classroom: Strategies and Techniques Every Teacher Can Use to Challenge and Motivate Struggling Students**, by Susan Winebrenner. A collection of proven techniques to deal with diverse learning styles, language literacy, science, math, social studies, behavior problems, and more. Includes more than 50 reproducible pages to use with students. #S5188 $30; CEC members, $27.
- **Kids with Special Needs: Information and Activities to Promote Awareness and Understanding.** Includes simulation activities to help children gain a better understanding of what it's like to have a disability. Excellent sourcebook for parents who want to learn more about special education and mainstreaming. #S5184, $16.95
- **Video Profiles**, the National Center to Improve Practice (NCIP). Four video profiles that show how students with disabilities use assistive devices to help them learn more efficiently and communicate more effectively.

1. *"Write Tools for Angie: Technology for Students Who Are Visually Impaired.* #S5179 $37.50; CEC members, $30
2. *Telling Tales in ASL and English: Reading, Writing, and Videotapes.* #S5180 $37.50; CEC members, $30
3. *Multimedia and More: Help for Students with Learning Disabilities* #S5181 $37.50; CEC members, $30
4. *Jeff with Expression: Writing with Word Prediction Software.* #S5182 $37.50; CEC members, $30

Order all four videos and save! #S5183 $112.50; CEC members, $90

- **Welcome to My Preschool: Communicating with Technology.** NCIP. A video profile of an integrated preschool program where students with disabilities have full access to the typical curriculum through technology. #S5187 $37.50; CEC members, $30.

To order, call 800/CEC-READ. ■

Learn How to Make Inclusive Settings Work at CEC's Inclusive Schools Institutes

Join us at CEC's Inclusive Schools Institutes, *Essentials of Inclusion: Curriculum, Collaboration, and Instruction*, to learn what you need to know to make inclusive schools work. You'll learn how to structure classrooms that provide for students' academic success and achievement, as well as for meaningful social interaction. Nationally known educational leaders will conduct 11 information-packed sessions on:

- Increasing Reading Power.
- Using Big Ideas to Include All Kids.
- Assessing Kids Using Big Ideas.
- Designing Your Role In Inclusive Schools.
- Making Curriculum Accessible to All Learners.
- Collaboration: A Priority in a Successful Inclusive School.
- Working to Promote the Success of All Learners.
- A Positive Approach to Behavior Management.
- Application of Specific Classroom-Management Strategies.

Essentials of Inclusion: Curriculum, Collaboration, and Instruction will be held on October 10-11, 1996, in Wilmington, Delaware, and on December 5-6 in Albuquerque, New Mexico. Cost: CEC members, $199; nonmembers, $249. For more information, call 800/224-6830. ■

CEC Helps Launch Learning to Read, Reading to Learn Campaign

On July 9, 1996, the National Center to Improve the Tools of Educators (NCITE) and the US Office of Special Education Programs (OSEP) launched the Learning to Read, Reading to Learn: Helping Students with Learning Disabilities to Succeed Campaign. Through the campaign, education organizations—including CEC and the Division for Learning Disabilities (DLD)—are distributing information and materials parents and teachers can use to teach children to read.

The reading information packets include principles for learning to read, tips for parents and teachers, a resource guide and minibibliography, information on a research network developed to assist schools, and several articles on reading instruction. The information is based on a synthesis of reading instruction conducted by NCITE and sponsored by OSEP.

Tips for Teachers

To help their students build a solid foundation and learn the prerequisite skills for reading, teachers should

- Help students appreciate the written word—Share stories with children and point out the ways in which reading is essential to communication in everyday life (e.g., on labels, instructions, and signs).
- Help students develop awareness of printed language and the writing system—Read to children, label objects in the classroom.
- Teach the alphabet.
- Develop the students' phonological awareness (understanding that words we hear are composed of individual sounds within the word)—Model and demonstrate how to break short sentences into individual words.
- Develop their students' phonic awareness—Use strategies that make phonemes prominent in children's attention and perception, i.e., model specific sounds such as /s/ in the word sat.
- Teach the relation of sounds and letters—Students should learn the letters of the alphabet and discriminate each letter and its sound from the others.
- Teach students how to sound out words.
- Teach students to spell words.
- Help students develop fluent, reflective reading—Model comprehension strategies and provide students with guided assistance.

Tips for Parents

To help their children become good readers, parents should help their child

- Appreciate the written word.
- Develop awareness of printed language—Read aloud with your child daily.
- Learn the alphabet—Play alphabet games and sing the alphabet song with your child.
- Understand the relation of letters and words—Teach your child to spell a few words such as his or her name or "stop."
- Understand that language is made of words, syllables, and phonemes—Sing songs and read rhyming books with your child.
- Learn letter sounds—Sound out letters with your child.
- Sound out new words—Point out words to your child and say the sound while touching each letter in a new word.
- Identify words in print accurately and easily—Help your children read easy, enjoyable stories as often as possible.
- Know spelling patterns—Point out similarities between words such as fill, will, and hill.
- Learn to read fluently—Discuss stories as you read them with your child.

For further information or to request a "Learning to Read Packet," contact the ERIC Clearinghouse on Disabilities and Gifted Education at CEC, 800/328-0272, or Esther Minskoff, DLD Past President, 540/568-6787. ■

The Pressure's On in CEC's Member Get a Member Campaign!

You only have until November 15 to sign up new CEC members and win free publications, products, or convention registration in CEC's Member Get a Member Campaign. While the competition's strong, we've seen CEC units come from behind and take the lead in a short period of time. So build on your colleagues' enthusiasm for the new year and let them know how CEC can help make this year better than ever! We want to see your name on our list of top CEC recruiters! The current campaign leaders are:

- **Southern Utah University Chapter #1146,16 pts.**
- **Orange County Chapter #188, 9.5 points.**
- **Ontario CEC Federation, 6 pts.**
- **Scott Rossig (Individual), 4.5 pts.**
- **Candy Priest (Individual), 4 pts.**

TAKE IT FOR *granted*

Rehabilitation Research/Training Center—To improve services and methods and train service providers in the areas of disability and rehabilitation. Deadline: September 17, 1996. Eligibility: Higher education institutions. Public or private entities may collaborate. Contact: William Whalen, 202/205-9141.

Early Childhood Literacy Grants—The Riordan Foundation awards literacy grants, focusing on early childhood education with emphasis on literacy starting from the preschool level. Deadline: None. Eligibility: U.S. nonprofit groups. Contact: Mary Odell, 213/229-8402.

Humanities Focus Grants—The National Endowment for the Humanities supports projects encouraging teachers to explore history and culture through the humanities. Deadlines: September 16, 1996, and April 18, 1997. Eligibility: Public and private schools, higher education institutions, museums, historical organizations, libraries, and other public and private nonprofit organizations. Contact: Janet Edwards, 202/606-8380.

Co-teaching: What's It All About?

BY LYNNE COOK AND MARILYN FRIEND

Many special educators are asked to or are already participating in co-teaching situations, but questions still abound about how to co-teach and how to make it work. Following are some suggestions that special and general educators can use to make co-teaching a positive experience for them and their students.

What Is Co-teaching?

As with any popular practice, co-teaching is understood and implemented differently across classrooms, schools, and school districts. This may result in confusion about what co-teaching is and how it differs from other in-class services. Co-teaching is "two or more professionals delivering substantive instruction to a diverse, or blended, group of students in a single physical space." Co-teaching involves:

- **Professionals.** Co-teachers are appropriately prepared and licensed teachers and related service providers. This element excludes situations where paraeducators, volunteers, or peer buddies accompany and assist a student in different settings. These other arrangements may work well and benefit students, but paraeducators or volunteers, no matter how talented, generally should not be expected to assume the full instructional responsibilities of professionals.
- **Delivering substantive instruction.** This element emphasizes that both co-teachers are actively involved in the delivery of classroom instruction. A co-teacher is not simply an "extra pair of hands" to assist a teacher, a supervisor of designated students, or a tutor for individual students. Rather, co-teachers are partners who share in the design and implementation of curriculum.
- **A diverse group.** Co-teaching is used for a group of students with diverse learning abilities and needs. As in most discussions of co-teaching, we are focusing here on students with disabilities whose special needs can be met with appropriate supports and adaptations provided in the general education setting. In its broadest sense, co-teaching can be used with any group of students having diverse learning needs such as students from different self-contained classes or students with no identified disabilities but with wide-ranging skills and learning abilities (e.g., a classroom in which students receive English as a Second Language or title reading or math programs).

Many of the adult-adult relationship issues and instructional approaches are the same in any co-teaching situation. It is the diverse learning needs of the instructional group that require the greater instructional options afforded in co-teaching.

Co-teaching Structures

One teach, one assist	Both teachers are present, but one—often the general education teacher—takes the lead. The other teacher observes or "drifts" around assisting.
Station teaching	Teachers divide the content to be delivered, and each takes responsibility for part of it. Some students may also work independently. Eventually all students participate in all "stations."
Parallel teaching	Teachers jointly plan instruction, but each delivers it to half of the class group.
Team teaching	Both teachers share the instruction of students. They may take turns leading a discussion, demonstrate concepts or learning models, and model appropriate question-asking or conflict behavior.

Information in this figure is adapted from Cook & Friend (1993), Co-teach! Strategies for Creating Successful Teaching Teams (in preparation).

- **A single space.** With few exceptions, co-teachers jointly deliver instruction to students in the same classroom. They may occasionally divide students into groups and use two settings (e.g., the classroom and the media center), but the groups most often remain in the same room. This distinguishes co-teaching from practices that involve regrouping students and assigning them to different teachers in different rooms.

Professionals sometimes ask whether co-teaching differs from the team teaching that occurs between two general education teachers. It does. First, co-teaching typically results in a significantly reduced student-teacher ratio, perhaps changing from 30:1 to 15:1. When general educators combine classes to co-teach, this advantage is lost.

Second, co-teaching involves the blending of two types of professional expertise, that of a person who knows about curriculum, pacing, and group management and that of a person who specializes in individualization, strategies for assessment, and technical information about special student needs. Although team teachers may have different subject matter expertise, they generally have similar overall professional perspectives.

What Do Co-teachers Do?

Once educators decide to co-teach, one of their first concerns is "What are the roles for co-teachers? What do they do?" Several co-teaching approaches are spotlighted in the shaded box. Each approach has instructional value and each may be adapted or combined with others. Added instructional value is the key to the selection or modification of these approaches.

Two important questions co-teachers should ask as they engage in co-teaching are:

- Does this instruction require two professionals? If the instructional plan can be executed successfully by one teacher or by a teacher and a paraeducator, using two professionals is probably unjustified. Appropriate use of co-teaching captures the expertise of both professionals and results in unique instructional opportunities that could not be accomplished by a single teacher.

- Which approach best lends itself to the specific instructional content and objectives? For example, the smaller groups used in station teaching, parallel teaching, or alternative teaching are particularly useful for instruction that requires hands-on use of limited equipment, substantial opportunities for student discussion or response, or immediate performance feedback. Team teaching is particularly valuable for presenting two points of view, modeling verbal interactions (e.g., conflict resolution, clarification), or illustrating examples during a lecture.

Planning for Co-teaching

The following questions can serve as a yardstick against which to consider co-teaching practice:

- How well does the co-teaching situation demonstrate the definitional elements: two professionals delivering instruction to a diverse group in a single space?
- How will co-teaching reduce or eliminate stigma for students with disabilities? If the approach does not result in more fully included students or if it calls too much attention to their special needs, it should be reevaluated.
- How is co-teaching making the student's instructional program more coherent and continuous than it would be in a pullout or other arrangement for special service delivery?
- Are there more opportunities to learn through a greater range of appropriate instructional approaches than would be the case in a pullout or alternative special education program?

Co-teaching is being used successfully in classrooms across the nation. In many of these classrooms, educators now are beginning to document its positive results. But co-teaching also is being misused or inappropriately implemented in many settings. As with any new practice, educators should examine carefully the requirements for successful co-teaching programs and seriously strive to meet them. If many of co-teaching's key elements cannot be implemented, perhaps alternative service delivery options should be explored. ■

Lynne Cook is a professor at California State University, Northridge, and a member of CEC Chapter #108.

Marilyn Friend is an educational consultant and a professor at the University of Indiana, Indianapolis. She is a member of CEC Chapter #466.

Co-teaching Do's and Don'ts

DO talk about classroom matters that you might otherwise take for granted, matters such as discipline, classroom routines, and so on. It is important for both teachers to know what the expectations are for students.

DO treat co-teaching as a partnership in which each professional has differing expertise to contribute, and the expertise of each is critical for classroom success.

DO make time to discuss how the co-teaching is going. Ask each other what is working best, what might need revising, what are the next steps.

DON'T use a single approach for co-teaching. Select different approaches based on student needs, the skill and comfort levels of the teachers, the curriculum, and logistics such as room size and time available.

DON'T set unrealistic expectations. It takes a period of time for most co-teaching relationships to mature, and a few small problems and many satisfying successes are likely along the way.

DO discuss accommodations for students with special needs. How will written assignments be adapted? Will it be necessary to reduce the amount of work the students complete? How will grading be handled?

DO consider co-teaching every other day as an option. Although many co-teachers prefer to work together daily, this is sometimes not practical and not warranted based on the number and intensity of student needs.

DO pay attention to the minor but important details of sharing classroom space. Does each person have a place to work and store materials or personal items?

DON'T treat co-teaching as an add-on service. It should be in lieu of other, possibly pullout, services students have been receiving.

DON'T expect the special educator to work just with students with disabilities. Instead, work from the understanding that both teachers will work with all students as needed.

EXTRA *credit*

Low-cost Computers Available—DRAGnet RE+PC has personal computers available for individuals with disabilities, education, and other needs. For information, call Chris at 612/378-9796 or e-mail: gille027@tc.umn.edu.

U.S. Department of Education (ED) Online—ED's on-line library provides information on the administration's education initiatives, grants, publications and products, and administration news. The address is: http://www.ed.gov/.

Disability Research Network—The Disability Research Network (formerly known as Abledata) is an information and resource referral program that answers questions about disability related topics. Contact: 800/447-4221 or 217/523-2587.

Anti-violence Program—"Hands Are Not for Hitting" is an anti-violence program from the American Medical Association Alliance. The program teaches children preschool through 3rd grade about making positive choices in the things they do and in the way they treat others. Samples are available for $1.00. Quantity orders are $8.95 per 50 and $16.95 per 100, which includes shipping and handling. To order, contact the AMA Alliance, 515 N. State St., Chicago, IL 60610; phone: 312/464-4470.

Is Positive Reinforcement the Same as Bribery?

BY RANDALL S. SPRICK

Recently teachers have come under criticism for using behavior management procedures that employ intermittent rewards and structured reinforcement contracts—positive reinforcement. The critics say when teachers use such strategies, they are not teaching students new behaviors but only bribing them to perform correctly.

Are the critics right? Is positive reinforcement the same as bribery? NO! *Webster's New World Dictionary* defines a bribe as "anything, especially money, given or promised to induce a person to do something illegal or wrong." A bribe involves paying someone to do something unethical or against the law (e.g., paying a building inspector to overlook code violations or paying a police officer to ignore a crime).

Reward systems, on the other hand, are usually established when a teacher is trying to create an inducement for a student to do something positive, such as complete work on time or demonstrate increased self-control. This is not bribery—it is making the benefits of a particular behavior more overt and immediate for an individual who is not intrinsically motivated.

Such reward systems are used throughout our society. For example, most people would not think of a diploma as bribery, but it is, in fact, a large scale reward. So is a salary.

But Isn't Intrinsic Motivation Better than Extrinsic Rewards?

YES! One can say a behavior is maintained by intrinsic reinforcement when no external factors maintain the behavior's frequency. Someone reads every night because he or she finds reading enjoyable and relaxing. Or, someone collects stamps, not for the potential monetary value but because researching, organizing, and caring for the collection is satisfying in and of itself.

On the other hand, a behavior that continues or increases solely because of stimuli not inherent to the behavior itself (e.g., a paycheck or diploma) is said to be maintained by extrinsic rewards. Because intrinsic motivation does not depend on outside sources and because behavior change that results from intrinsic motivation is more long-lasting, it is preferable to motivation prompted by extrinsic rewards.

However, the distinction between intrinsic and extrinsic rewards is often not completely clear. Most people work for paychecks (extrinsic rewards); but if they love what they do, they also get intrinsic rewards from doing their jobs. The person who enjoys reading may also find that she is better able to converse about the subjects of the books and likes getting feedback from others about how well informed she is (extrinsic reward). In real life, most behaviors are supported by a complex mix of intrinsic and extrinsic motivational factors.

Using Extrinsic Rewards Correctly

It's true that some educators may rely too heavily on extrinsic rewards. This could be related to the old adage, "If the only tool you have is a hammer, then every problem looks like a nail." Educators should have many tools in their behavior management tool boxes, only one of which should be rewards. Below are some tips about how to use, rather than misuse, extrinsic rewards.

1. When a student is already intrinsically motivated to engage in a productive activity, do not set up extrinsic rewards. Thus, a student who is an avid reader should not be given tangible rewards—or even very much praise—for reading. Instead, a teacher should show an interest in what the student has read, suggest other books he might find interesting, and create challenging but fun assignments that allow him to read for even deeper meaning. Extrinsic rewards for reading could jeopardize this student's current intrinsic motivation.

2. When a student is unmotivated to engage in a productive behavior, try other interventions before extrinsic rewards. For example, if a student is not completing work, you might try some combination of:

- Checking her ability level and, if necessary, adjusting task difficulty.
- Asking her what might help her complete her work.
- Talking to her parents.
- Teaching her how to keep her attention focused.
- Breaking her assignments into smaller components.
- Changing her physical placement in the room.
- Setting up a self-monitoring system for her to track and chart work completion.

If these less intrusive interventions fail, then consider implementing a structured reward system.

3. When using extrinsic rewards, keep the focus on what the student did, not what the student gets. A teacher who says something like, "You have earned five points. Your total is now 53. Fantastic, you've almost earned that pizza," is emphasizing what the student gets. Instead, he or she should stress what the student has accomplished: "This morning was a great example of how much you can get done when you keep your attention focused. You earned five points for five completed assignments. Let's record them on the record sheet."

In conclusion, do not use rewards when you can motivate students without them. However, when necessary, do not rule out extrinsic reward systems. They can be powerful tools for increasing student motivation to make academic progress and to behave responsibly. You are not bribing anyone as long as you are setting up inducements for students to behave responsibly. ■

Randall S. Sprick is an independent educational consultant and teacher trainer. He is a member of CEC's Oregon Chapter.

Speaking Out reflects the opinions of individuals. Your comments are welcome.

Inclusion, *from page 5*

Another problem is that in some cases, special education teachers are working only or primarily with nondisabled, low-achieving students. Even if the situation is not that extreme, special educators are finding themselves responsible for growing numbers of students without disabilities, as well as students with disabilities.

"Our special education teachers keep their focus on kids with disabilities, and if other kids get helped along the way, we aren't saying anything about that," said Stevan Kukic, Utah's State Director of Special Education and member of CEC Chapter #512. "Only in approximately 50 of 50 states is this already happening. If students who are evaluated as having disabilities are making it and other kids improve along the way, that's great."

While many, special education teachers included, support providing intervention strategies to at-risk students as soon as possible rather than waiting until a student is so far behind he or she cannot catch up (as can happen under current special education guidelines), this use of a special education teacher can be interpreted as unlawful.

Making Inclusion Work

In the midst of the questions and confusion, we are developing best inclusive practices. First, that means trying to provide students with access to the general education curriculum and environment to the greatest level possible and providing a full spectrum of special education options for students with exceptionalities. Second, many states are striving to make districts, if not individual neighborhood schools, inclusive for all students.

Other recommendations include:

- Professional training for general and special educators—Training for teachers and administrators is essential so they can meet the wide range of diverse learning needs they face in inclusive classrooms. In addition to seminars and workshops, mentor teachers for faculty to consult with and other forms of ongoing support should be provided.
- Parent support, training, and networking—Workshops, conferences, information, and demonstrations sites parents can visit to see how inclusion works help garner parent and community support.
- Training programs for paraeducators—Providing training for paraeducators so they have the skills to work with special needs students is essential if high quality service is to be provided. A few states are advocating for licensure of paraeducators.
- Administrative commitment—The administration must have a commitment to inclusion and provide the necessary resources if inclusion is to succeed. Furthermore, the administration needs to provide a vision that everyone—school, faculty, students, and community—can believe in and support.
- Common planning time—General and special education teachers need time to plan and consult with each other.

The Verdict

Does inclusion work? We don't really know. Currently, few places are studying the impact of inclusion in terms of student outcome, the effect of placing students with disabilities in the general education classroom, or the effect on students' achievement. Thus, we cannot say whether or not inclusion is a positive learning experience, particularly for students with high incidence disabilities such as learning disabilities, said Fuchs.

Despite the uncertainty, most special educators say that inclusion is on the right track. However, they warn that each child must be looked at individually and the best services to meet his or her needs be made available, whether that means receiving educational services in the general education classroom; moving out of the classroom for remedial help for short, limited periods of time; or working in a resource room, self-contained class, or even a separate setting. Likewise, each school must be looked at individually to determine what works best for it and its overall population. ■

CEC's Policy on Inclusive Schools

CEC believes that students with exceptionalities "should be served whenever possible in general education classrooms in inclusive neighborhood schools and community settings, but that a continuum of services must be available for all children, youth, and young adults."

CEC further believes that such settings should be strengthened and supported by specially trained personnel and other supportive practices according to the individual needs of the child.

(*Excerpted from* CEC Policies for Delivery of Services to Exceptional Children. *R5075 $14.30. CEC members, $10)*

Quiz Answers: 1 d, 2 c, 3 c, 4 F, 5 T, 6 b, 7 T, 8 f, 9 e, 10 T, 11 d, 12 c, 13 b, 14 c, 15 b

As a CEC member, you have access to cost-effective, comprehensive insurance programs. For information, call 800/821-7303.

Classified Ads

IMPROVE YOUR STUDENTS' BEHAVIOR with Picture The Progress; a book of over 100 drawings of behaviors you want to see in your classroom and school—academic, social, and more. Includes easy to follow instructions for using drawings to make behavior cards, rule charts and discussion cards. Field tested, effective with wide variety of students. Clip Art for Mac Computers available (with step by step instructions and easy to use index). Book $17.50 + $2.50 S/H; book with clip art $45.00 + $4.50 S/H. To order call: 1-800-557-6617 (VISA/MC) or send P.O., check or money order or write to: Educational Horizons, Dept. C-5, P.O. Box 25739, Eugene, OR 97402. FAX: 541/686-8772.

Write IEP Goals & Objectives quickly and easily with IEP Goal Builders on your Mac computer using ClarisWorks—areas available: Elementary, Middle School, High School, H.S. Transitions, Speech & Language, Motor Development—includes disk and manual—each area is $35 (plus $3.50 S/H); send P.O., check or money order or write to: Educational Horizons C-5, P.O. Box 25739, Eugene OR 97402; call 1-800-557-6617 (VISA M/C) Fax: 541/686-8772.

CALENDAR OF CEC *events*

october

October 10-11, 1996
CEC Institute, "Essentials of Inclusion: Curriculum, Collaboration, and Instruction." The Wilmington Hilton, Wilmington, DE. Contact: Brian Carroll, 800/224-6830.

October 11, 1996
Vermont Federation Conference, "ADHD Reading in Early Years: Phonological Awareness." Burlington, VT. Contact: Mary Barton, 802/875-4159.

October 11-13, 1996
MRDD Conference, Fifth International Conference on Mental Retardation and Developmental Disabilities, "Goals 2000: Education in a New Century." Austin Marriott at the Capitol, Austin, TX. Contact: Linda Easton, 313/944-9500.

October 17-18, 1996
Kansas Federation Conference, "The Courage to Care." Lawrence Holidome, Lawrence, KS. Contact: Jo Agnew, 913/272-4482.

October 17-19, 1996
Florida Federation CEC Annual Conference. Hyatt Sarasota. Contact: Matty Rodriguez-Walling, 305/274-3501, ext. 65, or 305/386-2171.

October 19, 1996
Maryland Federation State Fall Convention, "Inclusion Revisited: A Potpourri of Successes." The Best Western Maryland Inn. Contact: Val Sharpe 410/792-8492.

October 24-25, 1996
Wisconsin CEC Federation Conference, "'Capitolize' on Educational Collaboration." Radisson Hotel, Madison, WI. Contact: Sally Habanek, 414/549-9201.

October 24-26, 1996
DCDT Midwestern Regional Conference Bloomington, MN. Contact: Stephanie Corbey, 612/425-4131

October 25-26, 1996
CEC Professional Development Series. Boston, MA. Contact: CEC Headquarters, 800/224-6830.

October 28-30, 1996
South Dakota Special Education Conference, "Live the Vision." Ramkota Inn, Pierre, SD. Sponsored by SDCEC, SD Office of Special Education, University Affiliated Programs. Contact: Robin Cline, 605/773-3678, or Loye Romereim, 605/688-4545.

november

November 6-9, 1996
19th Annual TED Conference, "Capitol Speculations." Hyatt Regency on Capitol Hill, Washington, DC. Contact: Mark Goor, 703/993-3140.

November 7-8, 1996
Arkansas CEC Federation Fall Conference, "You Can Make a Difference." Hot Springs Convention Center. Contact: Rebecca O'Donell, 501/354-2269.

November 7-8, 1996
CEC Professional Development Series. Nashville, TN. Contact: CEC Headquarters, 800/224-6830.

November 7-8, 1996
Pennsylvania Federation 37th Annual Convention, "Putting the Magic of Learning to Work." Hershey-Harrisburg Holiday Inn in Grantville, PA. Contact: Kimberly Bright, 717/564-4632.

November 7-9, 1996
Illinois Council for Exceptional Children. "Excellence: Building on Tradition." Arlington Park Hilton, Arlington Heights, IL. Contact: Robert Abbott, 708/249-0886.

November 7-9, 1996
New York State CEC Federation. "Best Practices in Special Education: Getting Results." Desmond Americana, Albany, NY. Contact: Thomas Kelsh, 518/377-8718.

November 7-9, 1996
40th Annual Ontario Provincial Conference. Sheraton Parkway Toronto, North Hotel, Richmond Hill, ON. Contact: Barbara Rowe, 416/223-6164.

November 8, 1996
Co-sponsored by CCBD. West Coast Special Education Conference: "Developing Parent and Professional Partnerships." Anaheim, CA. Contact: Kim Laschober, 909/880-5977

November 8-9, 1996
Georgia Federation Fall Conference. Columbus Hilton and Ironworks Convention Center, Columbus, GA. Contact: Gale Chance, 706/883-1535.

November 14-16, 1996
Ohio Federation CEC Fall Conference, "Teaching Today Reaching Tomorrow." Cincinnati, OH, The Omni Netherland Hotel. Contact: Ralph Shibley, 614/268-1080.

November 18, 1996
Massachusetts CEC Federation, "Linkages: Transition: Teaming, Technology." Newton Marriott Hotel. Contact: Terry Fuller, 617/729-3615.

November 21-23, 1996
CASE International Conference on Public Policy in Special Education. Disney Yacht and Beach Club Resorts, Orlando, FL. Contact: Jo Thomason, CASE, 505/243-7622.

THE COUNCIL FOR EXCEPTIONAL CHILDREN
1920 Association Drive
Reston, VA 20191-1589

Non-Profit
Organization
U.S. POSTAGE
PAID
Herndon, Va.
Permit No. 1575

Celebrate CEC's 75th Anniversary in Salt Lake City!

CEC today
EXCLUSIVELY FOR MEMBERS OF THE COUNCIL FOR EXCEPTIONAL CHILDREN
VOL. 3 NO. 4
OCTOBER 1996

The Discipline Problem—And Ways to Deal with It

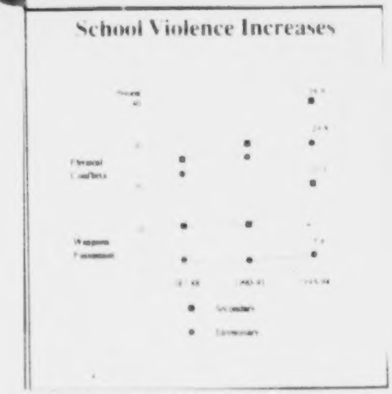
Who ever thought a teacher would be afraid of a student? Unfortunately, in too many of our schools today, that is the reality. More students exhibit violence, aggression, and defiance in the classroom than ever before; and schools and teachers are struggling to find answers to a problem that shows no signs of going away.

Teachers are seeing more children who exhibit violent and aggressive behavior at an earlier age; more children who show more defiance and more aggression toward property and persons; and more children with multiple problems (i.e., students' emotional/behavioral problems are compounded by neurological disabilities and/or other problems) than in the past. Furthermore, as the student population grows, we will likely see more students who are violent (though the percentage of violent students may stay the same).

Currently, records show that the majority of students involved in violent acts are not special education students. However, there is some question as to whether or not some of these students may, in fact, be eligible for seriously emotionally disturbed (SED) services.

To curb school violence, schools need to offer a full continuum of services, according to special education experts. Violent students are more likely to erupt in inclusive or crowded classes where they may not receive a small teacher/student ratio, a structured setting, or individualized curriculum. Furthermore, teachers need to have the support of the administration, as well as training in behavior management. And, schools, parents, and the community must work together to enact programs to meet the multiple needs of violent students.

Though the picture may seem bleak, the situation is not hopeless. The majority of students are not violent and come to school willing to listen and learn. In addition, we know much about effective classroom management. By instituting these techniques, teachers can help individual students learn to control their violent or aggressive tendencies, as well as create a behavior management structure for the entire class.



Source: U.S. Department of Education, National Center for Education Statistics, 1987-88, 1990-91, and 1993-94 Schools and Staffing Surveys

Emotionally Disturbed or Socially Maladjusted?

Though records show that most students who are violent are not special education students, experts disagree as to

Continues on page 5

Mediation Opens Door to Amicable Dispute Resolution

Once, when parents of a student with a disability and schools disagreed about an educational decision or placement, they would resolve their differences in a due process hearing. Today, more and more often, schools, districts, and parents are turning to mediation to find workable solutions to disagreements. Mediation in special education is a process in which a neutral third party, the mediator, helps schools and parents reach an agreement about the educational placement, program, identification, evaluation, or other services to be provided to a child with exceptionalities.

Unlike due process hearings, mediation can help bring schools and parents closer together and pave the way for future positive relationships. It often results in educators and parents reaching an agreement that pleases both parties and helps each party gain a deeper understanding of the other's

Continues on page 9

inside

Advocate for Money, Supplies, and More! 4
What Makes an Effective Teacher? ...12
Are Special Educators Still Struggling to Gain Respect? 14

Reminder!

Awards Nominations Due

CEC is very proud to recognize its outstanding members and the important work they do through our annual awards. Please send us your nominations for deserving CEC members. Deadlines for CEC Award nominations:

Due November 15, 1996

- CEC Research Award
- Clarissa Hug Teacher of the Year Award
- J. E. Wallace Wallin Award
- CEC Outstanding Contributor Award
- CEC Business, Agency, and Community Award
- Outstanding Public Service Award

Due December 2, 1996

- Outstanding Student CEC Undergraduate and Graduate Member of the Year Awards
- Susan Phillips Gorin Award
- Student CEC Graduation Awards
- Student CEC/FEC Ethnic Diversity Scholarship

For nomination forms, call 703/620-3660.

In Memoriam

CEC is saddened to announce the recent passing of a notable member and friend.

Ramon Rocha, former member of CEC's Executive Committee and noted special educator, passed away in July 1996. Rocha dedicated his life to helping children with exceptionalities and advancing educational opportunities for individuals of diverse cultures. Through his career, Rocha served as Assistant to the Vice President for Minority Affairs, State University of New York at Geneseo, special education professor, and educational consultant.

Rocha was also committed to CEC. In addition to his position as Governor-at-Large for the Executive Committee, he chaired the Ethnic and Multicultural Concerns Standing Committee and the Hispanic Caucus. Rocha's determination, innovative thinking, and ready smile will be missed by all.

FACTS by FAX—Information on Demand!

Facts by FAX gives you the information you need when you need it! You can receive details on CEC publications, seminars, membership, and registration and order forms, as well as updates on public policy, CEC initiatives, and other information in minutes just by using your fax machine and CEC's Facts by FAX service. This is how it works:

- Call the CEC Facts by FAX line, 703/264-9420, from the telephone handset on your fax machine.
- Follow the instructions provided to you over the telephone.
- Select the index #701 or the fact sheet you want and start your fax machine when you hear the tone.

Following is an index of topics currently available through Facts by FAX.

Facts By Fax 1996 Directory

- 701 Facts by Fax Current Index

Membership Information

- 702 "You Can Make A Difference" Membership Applications
- 703 Member Benefit Card
- 704 Tips for Recruiting and Retaining Members
- 705 Unit Support Order Form
- 706 CEC Calendar of Events
- 707 17 More Reasons: CEC's Divisions

Career Resources

- 710 Listings of Free Information and Publications
- 711 National Salary Survey
- 712 Careers in Special Education and Related Services
- 713 Financial Aid Resource Guide
- 714 Need for Special Educators
- 715 State Employment Clearinghouses

Legislation/Public Policy Resources

- 719 The Individuals with Disabilities Education Act (IDEA)
- 720 IDEA Reauthorization Talking Points
- 721 17th Annual Report
- 722 Children's Rights under ADA and Section 504
- 723 Contract with America
- 724 SSI Programs
- 725 CAN Coordinators
- 726 Legislative Update
- 727 Executive Branch Update
- 728 Key House Committee Representatives
- 729 Key Senate Committee Representatives

ERIC and Information Resources

- 731 Reading Campaign: Tips for Teachers
- 732 Reading Campaign: Tips for Parents
- 733 Gifted Education Model Programs
- 734 Rights and Responsibilities of Parents of Children with Disabilities E460
- 735 Providing an Appropriate Education to Children with Attention Deficit Disorder E512
- 736 Differentiating Instruction for Advanced Learners in the Mixed-Ability Middle School Classroom E536
- 737 Overview of ADA, IDEA, and Section 504 E537
- 738 Beginning Reading and Phonological Awareness for Students with LD E540
- 739 ERIC Product List/CEC Resources

Employment

- 740 Current Job Openings at CEC

Publications

- 765 Life Centered Career Education (LCCE)
- 766 Standards and Certification of Special Education Teachers
- 767 1996 Top Selling CEC Publications & order form

Professional Development

- 770 Essentials of Inclusion
- 771 Professional Development Series
- 772 Multicultural Symposium - Jan 97
- 773 Annual Convention ■

CEC Membership—An Essential Tool for Special Educators

CECers value their membership. Why? Because CEC gives them the tools they need to work with children with special needs and support the field of special education. Following are the primary reasons why educators become—and remain—CEC members.

Information About *All* Children with Special Needs

Through CEC, members have access to current information they value and find relevant in their day-to-day situations. "CEC keeps me current" emerged as a common theme when members were asked about their perceived value of CEC membership. Members appreciate having access to the latest research on classroom practices with ALL children, reports on effective instructional models and programs, publications on current trends, and legislative/political issues.

"Issues change so quickly in special education that CEC keeps me informed and provides perspectives that will assist me in relating to parents so that I can help them better understand more about their children's disability," said Julia Freeman, a student at Texas Women's University in Denton and a member of CEC Chapter #12.

Members also appreciate the fact that CEC is the largest organization that works on behalf of ALL children, those with disabilities, those who are gifted, and those who are twice exceptional.

"Our ability to span across exceptionalities, including giftedness, makes CEC very unique" said Gail Bornfield, professor at Minot State University and member of CEC Chapter #73. "CEC is an information source that can be likened to one-stop shopping. In a single issue of *EC*, I can read about children with learning disabilities, turn the page and learn about the latest research on children with hearing impairments. That's important to me as a professor of special education programs."

In addition to spanning across exceptionalities, CEC allows special educators to focus on their specialty area through membership in any of CEC's 17 divisions.

Professional Development

Members also value CEC's professional development and networking opportunities. Ken Dueck, a special education teacher and member of CEC Chapter #41, recounted his favorable experiences at his CEC federation conferences. At a provincial conference, he presented his model for providing support to those who teach children with behavioral disorders in rural areas. Jeannette Crnkovich, a teacher of students with physical disabilities and member of CEC Chapter #65, also applauded the opportunity to present her film-making process with special needs students at a CEC conference. Crnkovich and Dueck agree that presenting your successes to your colleagues gives you a renewed sense of purpose and energy.

Commitment to Special Education

Another reason members renew their CEC membership is personal and professional commitment to special education.

Retired special educator and member of CEC Chapter #333 Mary McKibben explained her commitment to CEC, "We have so many opportunities to use our expertise, abilities, and knowledge to help in our society, especially with school funding at risk. If we keep current with CEC and volunteer in the schools, we can bring updated information and knowledge to school settings."

In addition to the tangible benefits CECers receive from their membership, CEC members spoke with passion for their profession and excitement about the successes and satisfaction they experience in their careers. McKibben captures their emotion when she said,

"It is important to support the needs of special education for all children and meet their special needs. CEC does that, and I want to be a part of that." ■

inside

OCTOBER 1996 VOL. 3 NO. 4

CEC Today is published by
The Council for Exceptional Children, 1920
Association Drive, Reston, VA 20191-1589
Telephone 703/620-3660, TTY 703/264-9446
lyndav@cec.sped.org

CEC Today is not copyrighted. Members are encouraged to copy and disseminate information in this publication.

CEC President: Gerald L. Hime

Executive Director: Nancy D. Safer

Editor: Lynda C. Voyles

Contributing Editors: Jacki Bootel, Department of Public Policy; Jean Boston, Publications and Professional Standards; Jane Burnette, Grants and Contracts; Brian Carroll, Professional Development; Grace Zamora Duran, Membership; Karen Vermaire Fox, Student CEC; Stephen Gregory, Marketing; Jeanne Glover, Membership; Shelia Mingo, Ethnic and Multicultural Concerns

The Discipline Problem—And Ways to Deal with It *1*

Mediation Opens the Door to Amicable Dispute Resolution *1*

Facts by FAX—Information on Demand *2*

Member Benefits *3*

Advocacy in Action *4*

Student CEC Spotlight *6*

Multicultural *7*

Canada *7*

Division Focus *8*

Professional Advancement *10*

Member to Member *12*

Speaking Out *14*
Are Special Educators Still Struggling to Gain Respect?

Calendar of Events *16*

Advocacy in Action

Advocacy—An Effective Way to Get Money, Supplies, and More!

Maybe you need additional supplies or common planning time with your co-teacher to better teach your students. Or your school needs to include students with disabilities in assessments. But money is tight or the local district doesn't seem interested in making changes in their delivery of services. What can you do?

Put on your "advocacy hat." As an advocate you and/or your CEC unit can make things happen. Through local advocacy, teachers, related service providers, and parents can get what they need for themselves and their students! Following are some techniques CEC advocates have used to achieve their goals.

Ask Your Community for Help

Many CEC units and teachers have successfully asked their community for money for supplies. Often all you need to know is where to look and how to ask.

Asking for donations has worked well for Mary Jean Sanspree, DVI's CAN coordinator. Through donations from Lions Clubs and university students, the teachers of the blind in Alabama often send a number of children who are visually impaired or blind to the U.S. Space and Rocket Center Space Camp each year. Likewise, banks, foundations and volunteers make it possible for students to attend a camp for students with visual impairments.

Local businesses also help teachers get "everyday" supplies for their students. Doreen Kim, Student CEC President, said that a supermarket in her area donated pumpkins for Halloween, and one of the bookstores allowed each student to get one free book.

To enlist the help of businesses, visit the business owner, manager, or public relations specialist and explain the benefits of these programs or materials. Stress how the program helps students as well as its positive public relations benefits for the business.

Other teachers and CEC units have held fundraising activities to bring in extra money. Through walk-a-thons, telethons, dances, and other events they have raised money for projects such as a computer loan service, textbooks, and other supplies, while raising awareness of special education.

Teachers also work alone or in groups to write grants and participate in contests to raise money. And last but not least, they collect grocery store receipts and coupons for classroom materials.

Convincing Your School to Give You Money

What if you're looking for money—and lots of it! It's possible to "work the system" if you know how to do it.

It's important to present your request for supplies in a way that shows positive benefits. Often, the question to be answered is "How will this impact the students?" Rich Lewis, DEC's treasurer and a director of early childhood special services, says he often applies a three-prong test to a teacher's request for supplies: (1) how will the funding or supply impact services, (2) what are the legal obligations, and (3) what are the available resources.

"Overall, professional conduct that is child- or family-centered often begets administrative responses of like kind," Lewis explained.

Bob Steffes, principal and member of CEC Chapter #612, agrees that the impact an item will have is most important. "I'm convinced to spend additional money when I see how it will benefit the students," he said

One way to help administrators learn this is to invite them into your classroom and let them see first-hand how your request will help a student succeed. Lewis said that whenever he's personally invited to see the challenges one of his teachers faces without a certain piece of technology or resource, it adds strength to the teacher's request for funding.

Another way to gain support for your request is to engage other teachers in your mission. Bring up your concerns in a full staff meeting after discussing them with your colleagues and soliciting "grass-roots" support. This allows you to gather a variety of viewpoints and further think out your position before presenting your administrator or principal with a formal request.

Finally, schedule an appointment to see your administrator or principal about your request—and bring along some colleagues who can support your position and show how it will benefit them and their students. Meeting in person helps convince decision makers that you care about your request and will go to bat for it.

"If teachers enlist me as their advocate in the system, present to me their rationales and evidence on paper, and make an appointment to discuss the issue with me face-to-face, I'm more likely to say yes to their requests," Lewis added. "Do it in person. A face-to-face visit is more persuasive and shows more resolve and moxie. It's easy to say 'no' on the phone or in a note."

Advocate for Adequate Planning Time

Teachers may need to advocate for adequate and/or common planning time with their co-teachers.

One of the most effective things teachers can do to achieve this goal is to educate their administrators. Steffes recommends bringing workshops on best practices for inclusive schools to administrators' attention and providing them with information and research on the topic. Teachers can also present inservices for their colleagues on issues to be addressed in planning for co-teaching and demonstrate the need for common planning time to achieve these goals.

It also helps if teachers become involved in committees. As active members of committees and task forces that study and implement inclusive practices, teachers can promote the need for common planning periods from the outset and provide input on ways this can be achieved.

Finally, teachers can enlist the help of PTA leaders by showing that common planning time leads to procedures that work best for the students.

Ensure Students with Disabilities Are Included in Standards and Assessments

Teachers may find they need to advocate to ensure students with disabilities are included in school and state standards and assessments. Many schools don't

Advocacy, *from page 4*

include students with disabilities in their testing because their scores may "bring down" the school's overall average.

A good place to start when advocating for inclusion of special education students in assessments is with a student's parents, who often just need adequate information about the testing process.

"When it came time for statewide assessments in our school," explained Mary Todd, codirector of a transition center at Virginia Tech. "I developed a brochure explaining the process, uses, options, and resulting consequences. Parents were then helpful in advocating for their children's inclusion."

Teachers can also ensure that students are included in assessments by stating in the IEP that students will participate in standardized tests . ■

Advocacy for Gifted Education

Teachers and/or parents may find it necessary to advocate for gifted education in their schools or districts.

Many teachers have saved or shown the need for gifted education by making gifted and talented programs more inclusive. They have given free inservices to their fellow teachers on how to incorporate gifted education in their classes before or after school or during lunch, or they regularly post tips on gifted education in the teachers' lounge.

Gifted education teachers also open their programs to students who are not identified as gifted or talented. They often invite general or special education teachers and their students on field trips they have planned, and they conduct enrichment classes before or after school that are open to any child in the school. Parents may be invited to come in and help run these programs.

For money and/or supplies, gifted advocates may ask the community to help.

To enact legislation for gifted education, advocates for gifted programs need to educate their district and community about gifted education. First, they educate themselves about gifted education, finding statistics and data to back up their arguments. Then they help other parents, teachers, administrators, the school board, and elected officials learn about the need for, as well as the advantages gifted education offers all students. Finally, advocates make frequent visits and calls to district and community officials to highlight the need for gifted education.

. . . .

Discipline, *from page 1*

whether or not violent students (who may be classified as socially maladjusted) should be identified as emotionally disturbed. In many districts, students who are identified as socially maladjusted do not qualify for special education services.

Some special education leaders maintain that schools have shied away from identifying students who are emotionally disturbed because of the stigma it carries. As a result, students with SED are often placed in general education classrooms or are misidentified as learning disabled and receive no services to help them cope with their SED disability. Others report that some schools do not identify students as SED because that is a way of "getting rid of them." If a violent student is not identified as SED, he or she does not have the protection of special education laws, and the school can expel or suspend the student more easily.

Conversely, some say schools are too quick to identify students as SED, saddling them with a label that follows them for their entire educational career.

The Causes

The reasons for violent children are many and afflict students of all economic statuses. For example, we are experiencing a breakdown in family and community support systems, according to Sylvia Rockwell, teacher of students with emotional disturbance and member of CEC Chapter #593. By middle school, some children are raising themselves, either because parents are incapable of assuming parental duties or because both parents work. This can lead to problems of disrespect, noncompliance, and truancy.

Aggression is also more prevalent because students experience it everywhere. Children learn aggressive behavior in the home, school, and media, said Sheldon Braaten, Executive Director of the Institute for Adolescents with Behavior Disorders and member of CEC Chapter #367. In addition, they learn that not only are there little or no consequences for aggression, but that aggressive behavior is often strongly rewarded.

Another reason students may exhibit aggressive or violent behavior is that they have difficulty adapting to the multiple environments they live in, said Dwight Sweeney, past president of CCBD and professor at California State University. The kinds of things we do at school to make students safe and that requires them to conform to our idea of proper behavior may put them at risk in the community they live in.

"We may view school as safe turf," said Sweeney. "But actions such as removing a gun make students easy targets for drive-by shootings right after school."

Finally, the increased violence on the streets is spilling over into the schools. The gangs, fighting, and shootings are making their way into classrooms.

Continuum of Services

Many leaders in the field of serious emotional disturbance recommend a full continuum of services to help students who exhibit violent or aggressive behaviors. For those students who are placed in inclusive settings or general education classes, teachers should individualize their curriculum so that it meets their academic needs and present the material in the student's preferred instructional mode. Also, classes that contain even one violent child should have at least two adults in attendance, whether it be another teacher, an aide, or an adult volunteer.

Also, teachers or behavior intervention specialists need to develop a behavior plan for students with problem behavior.

However, some students are so violent that it is best for them and other students that they be served in an alternative setting, say special education leaders. Such settings can offer violent students several advantages, such as a structured environ-

Continues on page 15

Get a Member Now and Win!

There's still time to take advantage of CEC's Member-Get-a-Member Campaign and win free publications, products, membership, or convention registration. The more members you or your unit brings into CEC, the more you can win! And now is the perfect time to recruit new members as colleagues.

But, you only have until November 15, so hurry and get your applications in!

The current campaign leaders are:

- **Southern Utah University Chapter #1146 (UT)**
- **Orange County Chapter #188 (CA)**
- **Angelo State University Chapter #559 (TX)**
- **Ontario CEC Federation**
- **Old Dominion University Chapter #883 (VA)**
- **Scott Rossig (NJ)**
- **New Jersey CEC Federation**
- **Greater Niagara Frontier Chapter #402 (NY)**
- **Candy Priest (NC)**
- **Lina Reitano (ON)**
- **Sault Ste. Marie Chapter #585 (ON)**

CSPD Conference Report Available

The fourth annual Comprehensive Systems of Personnel Development (CSPD) conference, *Professional Development: Forging New Roles; Thriving with Change* was held June 16-19, 1996, in Arlington, Virginia.

The conference featured a panel on the reauthorization of the Individuals with Disabilities Education Act; an address on the demographics of special education by Harold Hodgkinson; and smaller sessions on paraprofessionals, the Internet, culturally diverse teacher preparation programs, standards for the preparation of special education teachers, and the progress of CSPDs.

A report of the conference is available through the National Clearinghouse on Professions in Special Education, 800/641-7824.

Student CEC Activities to Get Your Chapter Off to a Great Start

Student CEC is comprised of many active chapters that are conducting activities to meet the professional development, community service, fundraising, and social needs of their members.

Planning out a calendar of events lets members know what to expect—that way you will actively involve those members you worked so hard to recruit!

If you are looking for some good ideas, check out these popular events other Student CEC chapters are planning this year.

- **Texas Women's University Chapter #12** is planning to work with a Juvenile Detention Center this year by locating public school textbooks to assist students at the center with their studies. They are also planning to link up with the local Texas Student Education Association to organize professional development events where speakers from local schools discuss various aspects of classroom teaching.

  Their big fundraiser is a Scholastic Book Fair, which nets over $600. Through this fundraiser, they also earn books they can donate to schools that need them and keep current on the latest publications in the field.

- **The Student CEC Chapter at Wichita State University #551** has organized several speakers for the year: a principal will discuss issues from an administrative point of view; a special education teacher who was also a Peace Corp volunteer will speak about her experiences; a panel of parents will share their experiences; and the local Gang Task Force will share current information about gang activity in the area. To help raise funds the chapter is creating a calendar. Pictures will be drawn by various special education classes.

  During diversity week on their campus, they plan to challenge the college president and his staff to use wheelchairs for an entire day.

- **San Diego Student Chapter #555** is unique as it is made up of students who attend colleges and universities in the San Diego area instead of on one particular campus. This provides them with exceptional opportunities and challenges. Their fundraisers are more generic since they don't represent one particular school, so they sell See's Candy and buttons with educational sayings on them. They also conduct raffles at their social events and charge admission to their seminars and workshops (SCEC members get a discount.)

  This year they are planning all kinds of workshops, but one of their main goals is to link with San Diego Chapter #95, the local professional chapter in the area. Members of this chapter will be invited to attend workshops and seminars, and officers from each chapter will work together in a mentoring relationship.

- **The students of Texas A&M University Chapter #784** enjoy meeting and working with their professors. The chapter is planning a social event for students and professors to meet one another. This lets them get to know each other outside the classroom. The chapter also provides a babysitting night for their professors. Educational fact sheets are developed by the chapter, and students can sign up for a pen pal and communicate with local classroom teachers.

Student CEC Awards Packets Are Out

Want to recognize your advisor for his or her outstanding contribution to Student CEC? Know a student deserving of the Outstanding Student CEC Member of the Year Award? Want to apply for the Graduation Award, the Student CEC Ethnic Diversity Scholarship, or the Student CEC Black Caucus Scholarship?

Get a copy of the Student CEC Awards Packet from your chapter president, and begin the nomination process today. All applications are due by Monday, December 2, 1996. ■

Join Us at the 1997 CEC/DDEL Symposium on Culturally and Linguistically Diverse Exceptional Learners

Enriching the Tapestry of Cultural and Linguistic Diversity is the theme for this year's only national, multicultural symposium concerned with teaching children with disabilities and/or gifts and talents. Come to New Orleans January 8-10, 1997, and join top educators, scholars, researchers, and other professionals from around the country for 2 full days of educational sessions, networking, and information exchange.

The Symposium, co-sponsored by CEC, the Division for Culturally and Linguistically Diverse Exceptional Learners, and the Louisiana State Department of Education, Office of Special Education, brings you more than 100 sessions and seven major strands.

At this information-packed Symposium, you'll

- Explore the newest ideas and emerging trends in teaching culturally and linguistically diverse exceptional students.
- Learn how to meet the specialized needs of CLD learners to ensure an appropriate education for ALL children with disabilities.
- Discover how to create partnerships to mobilize parents and community agencies on behalf of your students and provide a higher level of service to CLD exceptional learners.

Advance registration ends November 25, 1996. Cost: $199, $249 nonmembers. Onsite registration: $255, $310 nonmembers.

Call 800/224-6830 to register. ■

CEC/DDEL 1997 Multicultural Symposium

Enriching the Tapestry of Cultural and Linguistic Diversity

Learn the latest information on the education of culturally or linguistically diverse exceptional learners from nationally recognized leaders. It's your key to helping ALL your students find academic success.

New Orleans, Louisiana

January 8-10, 1997

Registration Fees:

Preregistration	*On-Site*
$199 Members	$255 Members
$249 Nonmembers	$310 Nonmembers

To register or for more information call:

800/224-6830

CCEC Prepares for a Winning Year

The Canadian Council for Exceptional Children is gearing up for a great year. The summer executive meetings held at the Canadian Office in Gloucester, Ontario, gave us an opportunity to review current CCEC initiatives and plan for the 1996-97 year.

CCEC continues to focus on pursuing corporate sponsorship and fundraising projects, developing strategies to promote membership retention and recruitment, establishing partnerships with national organizations and agencies throughout Canada, and publishing an advocacy handbook from a Canadian perspective.

The CCEC Executive and Board of Directors will formulate further goals, including developing a 3-year strategic plan at the CCEC Fall Executive/Board meetings. These meetings will be held in conjunction with the Ontario Federation's 40th Annual Conference, "Celebrating Exceptional Change" in Richmond Hill, Ontario, November 7-9, 1996. The second board meeting is scheduled during the Canadian CEC Congress '97, to be held February 26-28, 1997, in Winnipeg, Manitoba.

Issues related to professional development for behavior management continue to receive a high profile, and CCEC is sponsoring a workshop, "School Wide Management," with George Sugai in the fall in Winnipeg. This spring, the first Canadian CEC Conference on behavioral disorders will be held at Brock University, St. Catherines, Ontario.

The Canadian Executive and Board of Directors looks forward to celebrating CEC's 75th Anniversary in Salt Lake City and throughout the year. CEC's anniversary is the perfect time to reflect on achievements of individuals who through their tireless efforts have made and continue to make a difference for youth and children with exceptionalities and their families. ■

CCEC Executive Officers 1996-1997

Canadian Governor
Hellen Bogie, Ontario

President
Candace Borger, Manitoba

President Elect
Wayne Nesbit, Newfoundland

Vice President
Tom Tupper, Columbia

Director - CCEC
Bill Gowling, Ontario
1010 Polytek Court, Unit 36
Gloucester, ON K1L9J2
613/747-9226 (P)
613/745-9282 (F)

Editor
Ken MacKenzie, Ontario
Keeping in Touch
416/396-6260 (O)
416/481-9896 (H)

Division Focus

CASE

The Council of Administrators of Special Education

October is the final date for preregistration for the CASE International Conference on Public Policy in Special Education, to be held at the Disney Yacht Club in Orlando on November 21-23, 1996. J. Calvin Evans will present the pre-conference workshop on school discipline. Keynote speakers are Joe Ballard, CEC's Director of Public Policy; Gwendolyn Cooke from the National Association of Secondary School Principals; Art Cernosia from the Northwest Regional Resource Center in Vermont; and Tom Hehir from the Office of Special Education Programs in the U.S. Department of Education. For reservations, contact the CASE office at 505/243-7622.

The CASE Institute next February in Clearwater Beach, FL, will focus on related services. Speakers include: Brenda Heiman on assistive technology; Vickie Meade, occupational therapy; Lucy Miller, physical therapy; and Judy Montgomery, speech and language therapy. The registration deadline is in mid-January.

CASE members should watch for the November-December CASE newsletter for an update on the October meeting of the CASE Board of Directors. Among items they will have considered are the proposed amendments to the CASE Constitution and By-laws.

CCBD

The Council for Children with Behavioral Disorders

Don't miss the 39 programs CCBD is planning for the Salt Lake City Convention. Sessions will cover a wide variety of topics—from bullying to social skills to proactive interventions. The showcase session, chaired by Lyndal Bullock and Eleanor Guetzloe, will celebrate the accomplishments of our field. A joint session with CASE will focus on how we keep students who are discipline problems in school, and another with CEC's Association for the Gifted will focus on curriculum for students with emotional/behavioral disorders.

CCBD hosted two successful sessions focusing on the National Agenda for Students with Emotional/Behavioral Disorders this summer. Congratulations to Lyndal Bullock for his work in chairing these two events.

CEC-PD

The Pioneers Division

Nominations are open for CEC-PD's 1997 Romaine P. Mackie Leadership Award, which recognizes an individual who has had a significant impact on the lives of exceptional children and youth. The deadline is December 1, 1996. For more information, contact William Vickers,847/689-2612.

Highlights of Pioneers activities for the annual convention are:

- A workshop on how to locate ancestors in the Family History Library in Salt Lake City.
- The showcase session featuring Ken Wyatt.
- A program on Elizabeth Farrell, CEC's founder.
- A history of educational services for children who are EBD in the United Kingdom.
- A strand on "Past, Present, Future."
- The Pioneers dinner.

Horace Mann presented the Distinguished Lecture at the Annual Meeting of the American Association on Mental Retardation.

Don't forget to contribute to the June Jordan "I Have a Dream" Fund, which assists in preserving CEC's history. Contributions can be sent to: The June Jordan Fund, c/o Bob Gibson, 2526 Glennor Rd., Des Moines, Iowa 50310.

DCDT

The Division on Career Development and Transition

DCDT has been working hard to make information regarding career development and transition more accessible to CEC members. One example of this is the new DCDT web page. When surfing on the Internet, DCDT's new web page address is http://www.kumc.edu/dcdt/ or you can access us through the CEC web page (we are linked).

Watch for the next in a series of DCDT and CEC publications. The next joint publication will be a monograph on self-determination. The focus of this soon-to-be-completed project will be strategies to teach self-determination as well as a review of resources to access and teach self-determination and self-advocacy.

DPHD

The Division for Physical and Health Disabilities

DPHD welcomes its 1996-97 Executive Committee: Sherwood Best, President; Joe Taylor, President-Elect; David Finn, Vice President; Michael Weinroth, Governor; Kathryn Heller, Secretary; Norma Speckhard, Treasurer; and Immediate Past-President, Mary Kay Dykes. Standing committee chairs include Ron Anderson, CAN representative and governmental relations; Barbara Kulik, Publications; Joan Hinshaw, Homebound/Hospitalized; John Venn, Severe Multiple Disabilities; Norma Speckhard, Fiscal Policy/Finance; Michael Weinroth, Constitution, Policy, and Guidebook; and Mark Oppenheimer, Historian.

DPHD is at an historic crossroads as it examines critical issues in physical and health disabilities. Kathryn Heller, author of *Understanding Physical, Sensory, and Health Impairments: Characteristics and Educational Implications*, will chair an ad hoc committee that will develop action plans for issues related to categorical teacher certification in physical and health disabilities, paraprofessional training, collaboration with related services personnel, and provision of specialized health care procedures. Please provide input to Heller on these and other issues at 404/641-2310 or kheller@gsu.edu.

Recently, DPHD responded to a draft copy of the Exceptional Needs Specialist Standards for National Board Certification developed by the National Board for Professional Teaching Standards. Although the draft identified certification paths in mild/moderate disabilities, moderate/severe disabilities, visual impairments, and deaf/hard of hearing, it was silent on certification and/or standards in physical and health disabilities. DPHD supported teacher certification in physical and health disabilities and highlighted specific concerns related to the draft document. Excerpts of the DPHD response will appear in the next DPHD Newsletter.

DPHD is also planning many exciting events for the anniversary celebration at the 1997 annual convention in Salt Lake City. In addition to participating in CEC's 75th anniversary activities. DPHD will honor its pioneers at the DPHD breakfast. If you have been a DPHD member for more than 20 years, contact Joe Taylor at 209/453-3666 or jrtaylor@fresno.edu and join the celebration!

MRDD

The Division on Mental Retardation and Developmental Disabilities

MRDD looks forward to seeing you in Austin, TX, October 11-13, 1996, for their 5th biennial conference, "Goals 2000: Education in a New Century." The showcase session, "Mental Retardation as an Educational Construct: An Exploration," scheduled for October 11, 1996, from 1:30-3:30 pm, will feature a panel of scholars in the field of mental retardation. The conference will also feature over 70 sessions, exhibits, a student strand, a meeting of the Texas MRDD subdivision, and socials.

An error in the conference flyer gave incorrect hotel contact numbers. Please call the Marriott toll-free number at 800/228-9290 or the Marriott directly at 512/478-1111. We apologize for any inconvenience. For further conference information, contact Linda Easton at 313/944-9500.

MRDD plans to publish a series of 10 books, two per year, on topics of interest to practitioners. The Publications Committee is seeking topics and authors to develop books ranging from 30-90 pages. Interested authors are invited to contact the MRDD Publications Chair, Larry Sargent, 719/630-1525.

TAM

The Technology and Media Division

TAM members will join the California Federation in a combined conference, "Special Education Technology for the Next Century" to be held February 13-15, 1997, in San Jose, CA. The conference will feature a number of preconference workshops and sessions ranging from accessing the world wide web to integration of technology into the curriculum to using assistive technology. Registration and conference information will be available soon. For more information contact Jim Gardner at jgardner@uoknor.edu.

Contributions for the *TAM Connector* should be directed to Editor Cynthia Warger at cynthia.warger@ei.permanent.org. Manuscripts for consideration in the *Journal of Special Education Technology* should be directed to Editor Herb Rieth at rieth.herb@mail.utexas.edu.

Mediation, *from page 1*

views—at a fraction of the cost of due process hearings.

Thus far, mediation has proven to be a viable alternative to due process. It has shown parents and educators that they can work together to find common ground and develop a plan that works best for the student.

"CEC supports the use of mediation," said Nancy Safer, CEC's Executive Director. "Mediation offers numerous advantages to all parties concerned, not the least of which is that parents and schools learn to trust each other and work together as they develop an educational plan that is appropriate for the student. We hope to see mediation used more often to resolve disputes concerning children with disabilities."

How does mediation differ from a hearing?

Mediation is an informal process that is voluntary and confidential. During mediation, all parties try to understand each other's views and reach an agreement together. Each party is encouraged to speak openly about issues that concern them. As mediations are confidential, what is said cannot be used in a hearing. The only record that is kept of a mediation is a written agreement, if there is one.

A hearing is a formal legal proceeding. Attorneys or representatives for opposing parties present evidence to a hearing officer, who makes a decision and issues a written order. The decision is based only on the record of documents and testimony presented at the hearing. This record can be used later if an appeal is filed with the state or a lawsuit ensues.

How Does Mediation Work?

Often a mediation hearing is heard on neutral ground, such as a hotel meeting room or at a meeting room in another district at a time that is convenient for the parent and school personnel. The school system sends a representative with decision-making power and possibly someone who knows the child, such as a teacher. The child's parents attend; and in some states, they can ask others who can contribute to the mediation such as a parent advocate, related service provider, or physician to accompany them.

Though mediations vary according to the state model being used, most follow a general format. First, the mediator gives an introduction explaining his or her role and the mediation process. He or she will also state the basic issue(s) to be addressed. Second, there is an initial joint session, which is the first opportunity for the school and the parents to share and gather information. During this time, each party states its concerns and ideas without interruption. Third, the mediator may call for private sessions. Here the mediator talks to each party alone. He or she may further explore sensitive areas, help to define more clearly the educational goals for a student, or help develop options for reaching an agreement. Fourth, other joint sessions may occur during which the school staff and parents move closer to an agreement. Finally, the two parties reach an agreement. Some agreements may be set; others may be an initial agreement in which the two parties agree to come back and reevaluate in a certain time period.

Many mediations take a good part of the day; but depending on the issues to be resolved, some can last longer.

What happens to the student during mediation?

Unless the school system and the parents agree to another placement on an interim basis, the student involved in the dispute should remain in his or her current educational placement until a solution has been reached.

How Does the School or Parent Decide to Use Mediation?

A school or parent may request mediation at any time. The school may request mediation if it sees that it and the parents are having difficulty resolving differences, or the school may suggest mediation if a parent requests a due process hearing. Also, either party may request mediation in the midst of a hearing. However, mediation never precludes a parent's right to a hearing.

Continues on page 13

12 Ways for Your Federation to Celebrate CEC's 75th Anniversary

- Place monthly stories about your federation's ongoing 75th Year Celebration activities in your State Office of Education Special Education newsletter.
- Create a scrapbook of your federation's history.
- Hold contests within your federation for quilt block design and for students to contribute to the mural art and the Children's Photographic Foundation.
- Contact your local newspapers to get local coverage of your federation's 75th Year Celebration activities. Put the articles in your scrapbook.
- Get a proclamation from your state/province governor recognizing your unit's role in 75 years of serving exceptional children.
- Collect children's art and letters from teachers' classrooms showing the students' feelings about the 75th Year Celebration. Send letters and art to: Jeff Rydalch, Local Arrangements Chair, SARS Division, Utah State Office of Education, 250 East 500 South, Salt Lake City, Utah 84111.
- At your federation's state conference, select a theme around the 75th year celebration. Add a breakout session where people can contribute ideas for activities.
- Hold federation fundraisers to support the CEC Foundation, student scholarship funds, or local related improvements for students with exceptionalities.
- Hold federation-sponsored guest speakers/panel discussions where local special educators give oral histories of your federation and the progress of special education in your state/province in the past 75 years.
- Have a federation-sponsored float at local parades throughout the year. Also teachers and students can march with your federation's flag in local parades.
- Sponsor "Exceptionalities Day" at your state/provincial legislature. Honor legislators and other community members who have advocated for children with exceptionalities.
- Within your state or with another state, set up pen pals and/or secret pals. Have them write about their experiences as CEC members.

NCPSE Initiates Program to Help Schools Retain Teachers

The National Clearinghouse on Professions in Special Education (NCPSE) is forming a task force to study ways to help schools and districts retain teachers. One option NCPSE and the task force is considering is an organizational mentoring program—pairing school districts so that they can exchange information about practices and policies that result in teacher retention. NCSPE would help disseminate information and link school districts interested in the program.

The field has long recognized that retaining special education teachers is difficult. Stress, lack of dramatic student progress, excess paperwork, problems with school administrators, and feelings of isolation take their toll on special educators.

However, some districts seem to be stemming the flow of special educators leaving the field and/or their districts by implementing new policies and procedures. Some of the strategies they have used include developing procedures to facilitate information flow (such as teacher feedback programs), providing professional development opportunities, and implementing organizational schemes that allow for shared decision-making and teacher autonomy.

NCPSE is collecting information to assess whether such a program would help local school districts retain teachers. If the information indicates that such a program would be effective, NCPSE will begin pairing local districts so that they can exchange information.

We would like your ideas and suggestions regarding the implementation of a program of this nature. If you have had experience in an organizational mentoring program, please contact Judy Wald, 800/641-7824, or e-mail, judyw@cec.sped.org.

NCPSE will also collect teachers' ideas about districts' strategies that influenced their decision to stay within a particular school district. If you have information about teacher retention strategies or would like to be included in such a program, please contact NCPSE. ■

A Cornucopia of Good Ideas at CEC's Professional Development Series

At CEC 's fall Professional Development Series, to be held in Nashville, TN, on November 7-8, 1996, you'll find a cornucopia of effective educational strategies you can put to work in your classroom today. The series gives you the tools to help students move from one point to the next, improve behavior, and make inclusive settings work. You'll gain the skills you need to reap a golden harvest of learning and successful student outcomes.

Attendees should choose any two of these one-day workshops:

- Transition: Student-Centered Planning.
- Accommodations for an Inclusive Classroom.
- Student Violence and Aggression: Effective Prevention Programs.
- Successful Inclusion of Students with Emotional and Behavioral Disorders.

Don't miss this chance to enhance your professional skills and take something extra back to the classroom. Register now!

For more information or to register, call 800/224-6830, e-mail: brianc@cec.sped.org, or visit CEC's home page at http://www.cec.sped.org. ■

New Resources for Teachers

Kids With Special Needs: Information and Activities to Promote Awareness and Understanding

Veronica Getskow and Dee Konczal

At last, a book to help kids and adults explore the myths and facts about disabilities. This book helps teachers, parents, and students explore their feelings, examine their values, discover their own special individuality, and become comfortable with the special needs some students have. The book's many simulation exercises and learning activities help children gain better insight into what it's like to have a learning or physical disability.

Content centers around the following five developmental principles:

- Children notice and ask questions about disabilities.
- Children can see their shared abilities and similarities.
- Children need information, words, and support for handling questions about their disabilities.
- Children are curious about the equipment and devices people use for specific disabilities.
- Children may be confused about what a child or adult with a particular disability can and cannot do.

#S5184 $16.95

Teaching Kids with Learning Difficulties in the Regular Classroom: Strategies and Techniques Every Teacher Can Use to Challenge & Motivate Struggling Students

Susan Winebrenner

If students are not learning the way you are teaching them, find and use a more appropriate method so you can teach them the way they learn. Simple enough, but how does it translate into practice? Winebrenner, a master teacher and staff developer, provides hundreds of concrete ways to reach all students and especially those who are struggling to learn. She helps you understand and appreciate how you can match your teaching to their learning styles. Methods are presented for teaching reading, language arts, science, social studies, and mathematics, including suggestions for bringing organization into their learning approach. The book also offers suggestions for involving parents in the learning team. Each chapter gives you additional sources of information and materials.

#S5188 $30, CEC Members $27

Order from CEC Publications, 800/CEC-READ. VISA, MasterCard, and Discover Card accepted. ■

Halifax County CEC Chapter Brings Students and Volunteers Together to Improve Reading

Thanks to the Halifax County, NC, CEC Chapter, students with learning disabilities experienced a unique opportunity to improve their reading skills and learn to love books. Last year, the Halifax County CEC Chapter initiated a volunteer reading program, "Listen to Me Read," in which parents and other adults became reading tutor, friend, and role model for students with exceptionalities.

After attending a workshop to learn about the program, basic reading techniques, some tutoring do's and don'ts, and tips on how to monitor student progress, the volunteers were ready to go. They met with the young readers at least an hour a week; and at the end of the year, their caring paid off. As a result of their efforts, students who were not able to read at the beginning of the program had learned to read within 4 months.

The Halifax County Chapter has many other activities planned to help students with exceptionalities, including a Mr. and Miss CEC Talent Show, workshops for parents, and an exhibit showing students' art and writings.

CEC congratulates the Halifax County CEC Chapter members on their outstanding efforts on behalf of students with disabilities and wishes them luck in their future endeavors. ■

THANK YOU CEC and MACRO Survey Respondents!

Many thanks to all of you who responded to the CEC and Macro survey on teachers' use of technology to promote literacy among students with disabilities.

Through the spring and summer, project staff conducted telephone interviews with approximately 10% of survey respondents to gain more in-depth information on specific clusters of technologies. Analysis of the completed surveys and the telephone interviews is now underway. Next, the project will conduct case studies of sample schools and districts to elaborate and enrich the data gathered through the survey and telephone interviews. This information will be included in project publications, including research articles, a photo-essay book and an electronic presentation.

Look for survey results and news about activities and publications of the project in upcoming issues of *CEC Today*.

NCPSE Launches *NCPSE News!*

The National Clearinghouse for Professions in Special Education (NCPSE) has just published the first edition of its newsletter, *NCPSE News!* NCPSE now has a forum to communicate with others who are concerned about recruiting, training, employing, and retaining qualified personnel to serve children with disabilities.

The first issue focuses on professionals from culturally and linguistically diverse backgrounds and includes information on personnel shortages and financial aid. Other articles focus on our databases and strategies to utilize our services. Future issues will include information on recruitment and retention strategies, professional standards, information on upcoming conferences and meetings of interest, information on training programs, and other resources we feel would be helpful to our readers.

If you would like to be on our mailing list, please call 800/641-7824, or e-mail at ncpse@cec.sped.org.

What Makes an Effective Teacher?

BY NAOMI ZIGMOND

Theories abound about what makes an effective teacher. Some say one has to love children. However, many people love children but don't make effective teachers. Others say effective teachers must have a knowledge of subject content. Again, many people know content, but they do not make effective teachers. Another theory is that effective teachers are inspiring. Many people are inspiring but not necessarily effective teachers. So, what makes an effective teacher?

The literature identifies six qualities of effective teachers. When you look at these qualities, you will see yourself reflected in some—if not all—of these skills and abilities.

The six qualities of an effective teacher are:

- **Effective teachers have memorable personalities**. The literature mentions several personality traits common to effective teachers. They are friendly, cheerful, sympathetic, virtuous, enthusiastic, humorous, fair, and democratic. They are also responsive, understanding, kind, stimulating, alert, responsible, steady, poised, and confident. Effective teachers may not have all of these traits, but they certainly have some of them.

Effective teachers know children and their developmental stages and how these influence what can be taught and what will be learned.

- **Effective teachers are academically able and have a strong knowledge of the subject matter they are teaching.** Effective teachers possess enough command of the subject matter that they are able to differentiate between what is important and central from what is incidental and peripheral.

- **Effective teachers have deep knowledge of general and specific pedagogy.** They know how specific subject matter should be taught; how to present information clearly; how to inspire, excite, and motivate students to learn; and how to evaluate students' learning. In addition, effective teachers know children and their developmental stages and how these influence what can be taught and what will be learned. They have an extensive repertoire of pedagogical practices.

- **Effective teachers can translate knowledge of subject matter and knowledge of pedagogy into practice.** They can use their knowledge base to guide the science and art of their teaching. They can create environments that facilitate learning; they can use time efficiently; and they can provide positive, sustaining feedback to their students. They can ask questions that their students are likely to be able to respond to correctly, and they can use classroom management strategies that keep students actively participating and properly engaged. Effective teachers also teach classes that are so exciting, well-paced, engaging, and controlled that you can't help but learn what is being taught!

- **Effective teachers understand that learning to teach is a lifelong process.** They are reflective about their practice and approach their work in a collegial, problem-solving manner.

- **Effective teachers are capable of bringing about intended learning outcomes.** Their teaching is characterized by both intent and achievement. Without intent, student achievement would be random and accidental. But intent by itself is not enough. For a teacher to be effective, his or her students must achieve the intended learning outcomes. ■

Naomi Zigmond is a professor at the University of Pittsburgh. She is a member of CEC Chapter #104.

EXTRA credit

PBS Educators' Guide—The Public Broadcasting Service (PBS) has launched a monthly guide to help educators use the services of its local stations, such as electronic field trips and teacher training. The eight-page guide will be accompanied three times a year by *Teacher Digest*, which compiles articles by teachers to help other educators use public television. Cost: $12 a year. Contact: Teacher Connex Information Line, 800/278-4176, or http://www.pbs.org/tconnex/.

Teachers and Technology—The 21st Century Teachers Initiative is seeking 100,000 teacher volunteers to work with other teachers and educators to become more accomplished in utilizing the latest computer technology in their schools. To volunteer, contact http://www.21CT.org. The web site also includes a list of resources for teachers and will connect them with other educators involved in promoting and utilizing educational technology.

Wildlife Magazine for Young Children—The National Wildlife Federation is publishing *Your Big Backyard*, a new magazine for 3- to 6-year-olds. Regular features include: "Read to me" stories, a special page devoted to wildlife art created by children, a monthly pull-out poster of the animals that kids love best, and "I wonder..."—answers to kid-questions. Cost: $14.00 for an annual subscription. Contact: 800/588-1650.

Mediation, *from page 9*

Who attends the mediation? Can advocates and/or attorneys participate?

Again, this varies from state to state, but generally, the parent(s) and representative of the school district attend mediation. Although some states allow other representatives (such as an attorney) to be in the room or in close proximity during mediation, to foster better communication, the parties should speak and represent themselves.

What is the teacher's role in mediation?

Most often, a teacher will be asked to prepare materials such as documentation, paperwork, or other input he or she may have. Although not the norm, the school may request that the teacher attend a mediation, as he or she knows the student.

How should participants prepare for mediation?

To prepare for mediation, each party should:

- Outline its position in the dispute.
- Determine what it wants from or is proposing for the other party.
- Develop a list of alternatives or solutions that it could offer to settle the dispute, and prioritize the list from most important to most willing to give up.
- Ask others to react to its position.
- Decide if it needs an advisor (attorney, advocate, consultant, etc.) to assist in reaching an agreement and/or represent its interests. (In some states, each party must act as its own representative).
- Think about short- or long-term solutions that can be modified after they are tested. Negotiate with the attitude that in developing an agreement, start with a plan that might work and can be modified as needed.
- Recognize that mediation requires the give and take of ideas.
- Focus on the child's needs.

How can the parties involved make the mediation flow more smoothly?

Mediations work best when both parties practice good communication skills. Each should try to assume an open and inviting body language and be honest about its concerns. Unlike hearings, mediation is a process in which parents can share their emotions concerning their child. Also, both parties should avoid language that blames the other.

What is the role of the mediator?

Although there are differing models of mediation, the role of the mediator is essentially the same. The mediator helps the participants reach their own agreement. He or she listens to each party's point of view about the problem, reviews records and documents, helps identify issues to be mediated, seeks statements from each party as to its position or points of disagreement, and requests clarification if necessary. In addition, the mediator may share useful information, such as the requirements of special education law or suggest options the parties may not have considered.

Though the mediator helps in the negotiation process, he or she does not make decisions about what anyone must do or resolve the dispute. At the session's conclusion, the mediator will write an agreement stating the names of programs, materials, schools, school personnel responsibilities, and parent responsibilities. Or, he or she will terminate the session if it is evident an agreement cannot be reached or recess the mediation to be reconvened at a later date with new information if that alternative seems necessary.

Is mediation required by law?

No. Although federal regulations as well as many states recognize the value of mediation as a method to help resolve conflicts, it is a voluntary process.

However, in the Individuals with Disabilities Education Act reauthorization bills, Congress has proposed making mediation a required option in due process procedures—a change CEC strongly supported.

What skills should a mediator have?

Mediators should have a broad range of skills and knowledge in conflict resolution procedures, problem-solving approaches, and communication skills relating to interpersonal relationships. They should also have a sound knowledge of special education, including federal and their own applicable state/provincial laws. Furthermore, since there is no single approach to problem solving in special education, the mediator must be flexible in adapting approaches to each new problem and each different group of personalities, according to a 1994 study by the National Association of State Directors of Special Education.

Can, and should, all disagreements be mediated?

No. Mediation will not work in every case. There are times when disagreements between parties will not be solved through mutual agreement. Also, mediation will not work if either party has no interest in negotiating. If mediation has been unsuccessful, the mediator advises the parties of their right to request, in writing, a due process hearing if one is not pending. Remember, mediation can occur prior to a hearing, but it cannot delay or deny the parents', district's, or agency's right to a hearing and adherence to prescribed timelines.

States that have embraced mediation as an alternative to due process have had many positive results. They have found that mediation, being less formal, less adversarial, and less pressured than hearings, fosters more positive communication between parties. This results in educational programming that is in the best interests of the child.

One parent who has gone through the mediation process (and prefers to remain anonymous) said,

"My wife and I have been through one fair hearing and two mediations. I will now opt for mediation as the starting point. The use of attorneys in due process is totally uncalled for. We have a good working relationship with the school district, but once we entered the due process and the lawyer became involved, barriers were put up between us. It took us twice as long as necessary to reach a conclusion." ■

Are Special Educators Still Struggling to Gain Respect?

BY LEE HANSON

Long-time special education teachers remember the early days when they and their students were often treated like unwanted stepchildren. Special education classes were placed far from the mainstream—sometimes next to boiler or janitorial rooms, sometimes in converted closets, sometimes in trailers. Supplies were scarce or nonexistent. Books, as well as desks, were the castoffs no one else wanted.

Special education teachers fared little better. They often taught with colleagues who did not understand special education and scorned the job and the teacher. "What a cushy job! Only five -eight students in a class. How hard can it be?" was a general attitude expressed behind closed doors.

Since that time, special education has come a long way. In most areas, special education classes are no longer hidden in the back alleys of schools; and general educators have a more thorough understanding of special education, the job special education teachers perform, and the types of students we serve.

However, the struggle is far from over. In too many schools, special educators are still fighting to gain respect.

A Giant Step Toward Respect

As general educators got to know their special education counterparts and learned more about the field, special education became more accepted. But inclusive practices has brought special education teachers a giant step toward collegial respect. By working with special education teachers, general educators have learned about special education skills such as assessing learning styles and abilities, modifying curriculum, using various teaching strategies to meet student needs, and providing emotional support for students.

Inclusive classrooms also have given general education teachers a more in-depth understanding of the students with whom special educators work. Typical behaviors (to the special educator) such as a student talking out of turn, getting up to sharpen a pencil or wander around the room without permission, or coming to class day after day without a pencil, were new—and unwelcome—experiences.

General educators have also gained an appreciation for the amount of "outside the classroom" work required of special educators. They have seen special educators create the materials their students need when none are available, write Individualized Education Programs (IEPs) for each of their students, and attend IEP meetings.

Such first-hand experience in working with students with special needs has done much to help general educators understand the special education teacher's job, its challenges, and its rewards. With that understanding comes an increased respect for us and our profession.

The Struggle Is Not Over

However, the struggle is far from over. While inclusive practices have brought increased understanding, it has also brought its own set of problems.

In some inclusive classes, the co-teaching relationship has actually lowered the special educator's status. Rather than the general and special education teacher working as equals, the special education teacher is treated as an aide. He or she is not included in the planning process and has little input as to how information should be presented or modified. Or, the special educator is allowed to present only the "less complicated" material. In the worst situations, the special educator is directed to perform menial tasks such as passing out papers or erasing the chalkboard. Thus, the special education teacher is denigrated in the eyes of the general educators, the administration, and the students.

Special educators are also losing their hard-won classrooms. As students with special needs are placed in general education classes and space gets tight, some administrators have concluded there is no need for special education classrooms. Thus, when special education teachers need to work with one or a few children individually, they have no place to go. In addition, without classrooms, special educators have no place to store their materials. Like the homeless, they travel from place to place carrying their possessions on unwieldy carts.

Furthermore, despite the inclusion of students with special needs in general education classes, it is often still difficult to get them materials. Too often, general educators believe all materials for special education students should come from special education funding. After all, they are "our" students, not theirs.

Pitting One Against Another

Another consequence of inclusive schools is the growing dichotomy between the inclusive special educator and the self-contained or pull-out teacher. In some areas, special educators who work in inclusive classes are seen as more deserving of respect than the teacher who is assigned or chooses to work in alternative settings.

Far to Go

Special educators have come a long, long way toward gaining respect in the schools. Special education is no longer hidden in the back rooms of the school, and often general and special educators work together as equal partners.

But the struggle is not over. Too often, special educators are still struggling to get the materials they need. Too often, when classrooms are being taken away, special education is hit first. And a continuing lack of understanding of the work that every special educator performs, in inclusive or pull-out classes, exists among too many general educators. These problems, which still persist, make special educators second-class citizens in the schools. That position cannot be tolerated as it not only hurts the profession, it hurts the children we teach.

Lee Hanson has taught special education for 17 years. She is a member of CEC Chapter #192.

Speaking Out reflects the opinions of individuals. Your comments are welcome.

Discipline, *from page 5*

ment, individualized attention, and behavior management practices that allow them to learn new, positive behaviors.

"Typically, once students get in our school, they settle down," said Rockwell. "The things they were doing in another environment cease because they don't have to do the acting out to get attention. The instructional strategies, success and reinforcement, and the structure is there."

When a student is placed in an alternative setting, special education experts also recommend that a plan to move the student to a less restrictive environment should be in place.

One concern educators have expressed is that in alternative settings, students with behavior problems lack positive role models. However, teachers in alternative settings often find ways to bring in role models. They use peer tutors, invite volunteers to work with students, and involve the students in community service programs. Furthermore, as students' behavior improves and they prepare to transition back to their home school, they serve as role models for incoming students.

Classroom Management Techniques

Many different classroom management techniques are used to help students change their negative behaviors. Each teacher must work with the strategy that she or he is comfortable with and that the student responds to. Following are some tips and strategies that teachers can use effectively.

- 3 C's—Curriculum, conditions, and consequences. The 3 C's incorporates components that are common to many behavior management plans. First, make sure students are physically comfortable. Second, the curriculum must be at the appropriate level. Third, develop consequences for behavior you want to change. The behavior system must be clever enough so the teacher can reward children every time they behave appropriately and catch them when they don't.
- Teach problem-solving skills—By teaching problem-solving skills, students can apply the conflict resolution process to problems that occur in academic and social decisions, said Rockwell. Problem-solving involves five steps. First, a teacher helps students feel safe by outlining and enforcing classroom rules. Second, he or she teaches students how to communicate appropriately with each other and with authority figures. Third, students practice problem-solving strategies on simple, real-life situations. Fourth, the students develop alternative solutions, and fifth, the students evaluate the process.

Eventually, students use this process to handle disagreements without teacher direction, although the teacher is always on hand to offer guidance when needed.

- Give students more positive feedback than negative feedback.
- Reward students whenever they are doing something well, even in the middle of misbehaving, e.g., you might say, "You're very angry, and I appreciate that none of those books are going in the direction of people."
- Determine why a student is acting a certain way—If you can discover what a student is trying to get with a particular behavior, you can give the child an alternative behavior that meets that need.
- Set a beeper to go off at various intervals (have multiple tapes). Every time the beeper goes off, students earn points if they are on task.
- Student/teacher contracts—Create a contract in which the student pledges to perform a task (turn in homework 8 out of 10 assignments) and the teacher promises a particular reward in return.
- Employ Grandma's rule—The student doesn't get "dessert" (maybe playing on the computer) until he or she works on an assignment.
- Make sure the student can achieve your goals.

CEC has many excellent publications on classroom management, which are listed in our catalog. CEC also offers workshops on classroom management, such as the Fall Institute to be held in Nashville, TN, on November 7-8, throughout the year and at the annual convention. Call 800/224-6830 for information. ■

New Legislation on Discipline

California has enacted legislation to ensure special education students with problem behaviors receive help. The Hughes Bill states that if a student with special needs engages in zero tolerance behavior (i.e., bringing a weapon or drugs to school), the district must convene an IEP meeting and determine if his or her behavior is related to the disability. If the answer is yes, the team reinstates the student. If the answer is no, the school must convene the behavior intervention team to do a functional assessment of the behavior, evaluate the district's current behavior management plan, and determine if the child will respond to the plan. Under this law, the school must exhaust all possibilities for positive behavior intervention before using invasive techniques.

Tips for Those Who Work with Students with Behavior Problems

Keep a sense of humor.

Develop the ability to show a flat face (no emotion).

Share your "problem" students with a buddy—When you reach your breaking point, send him or her to the buddy with something to do. Return the favor.

Keep a positive outlook and stay proactive on interventions.

Find someone to "sound off" to. But make sure your sounding board isn't someone who will draw you into negativism.

If in doubt, do nothing. Take a minute to think over your options. Often, a 1-2 minute break can mean the difference between success and failure.

Learn as much as you can about behavior and classroom management.

Restructure your thinking. Instead of saying to yourself, "What an awful day I had," think, "What an interesting day I had." (People are at their most interesting when they are the most difficult!)

CALENDAR OF CEC *events*

october

October 10-11, 1996
CEC Institute, "Essentials of Inclusion: Curriculum, Collaboration, and Instruction." The Wilmington Hilton, Wilmington, DE. Contact: Brian Carroll, 800/224-6830.

October 11, 1996
Vermont Federation Conference, "ADHD Reading in Early Years: Phonological Awareness." Burlington, VT. Contact: Mary Barton, 802/875-4159.

October 11-13, 1996
MRDD Conference, Fifth International Conference on Mental Retardation and Developmental Disabilities, "Goals 2000: Education in a New Century." Austin Marriott at the Capitol, Austin, TX. Contact: Linda Easton, 313/944-9500.

October 17-18, 1996
Kansas Federation Conference, "The Courage to Care." Lawrence Holidome, Lawrence, KS. Contact: Jo Agnew, 913/272-4482.

October 17-19, 1996
Florida Federation CEC Annual Conference. Hyatt Sarasota. Contact: Matty Rodriguez-Walling, 305/274-3501, ext. 65, or 305/386-2171.

October 19, 1996
Maryland Federation State Fall Convention, "Inclusion Revisited: A Potpourri of Successes." The Best Western Maryland Inn. Contact: Val Sharpe 410/792-8492.

October 24-25, 1996
Wisconsin CEC Federation Conference, "'Capitolize' on Educational Collaboration." Radisson Hotel, Madison, WI. Contact: Sally Habanek, 414/549-9201.

October 24-26, 1996
DCDT Midwestern Regional Conference Bloomington, MN. Contact: Stephanie Corbey, 612/425-4131.

October 25-26, 1996
CEC Professional Development Series. Boston, MA. Contact: CEC Headquarters, 800/224-6830.

October 28-30, 1996
South Dakota Special Education Conference, "Live the Vision." Ramkota Inn, Pierre, SD. Sponsored by SDCEC, SD Office of Special Education, University Affiliated Programs. Contact: Robin Cline, 605/773-3678, or Loye Romereim, 605/688-4545.

november

November 6-9, 1996
19th Annual TED Conference, "Capitol Speculations." Hyatt Regency on Capitol Hill, Washington, DC. Contact: Mark Goor, 703/993-3140.

November 7-8, 1996
Arkansas CEC Federation Fall Conference, "You Can Make a Difference." Hot Springs Convention Center. Contact: Rebecca O'Donell, 501/354-2269.

November 7-8, 1996
CEC Professional Development Series. Nashville, TN. Contact: CEC Headquarters, 800/224-6830.

November 7-8, 1996
Pennsylvania Federation 37th Annual Convention, "Putting the Magic of Learning to Work." Hershey-Harrisburg Holiday Inn, Grantville, PA. Contact: Kimberly Bright, 717/564-4632.

November 7-9, 1996
Illinois Council for Exceptional Children, "Excellence: Building on Tradition." Arlington Park Hilton, Arlington Heights, IL. Contact: Robert Abbott, 708/249-0886.

November 7-9, 1996
New York State CEC Federation, "Best Practices in Special Education: Getting Results." Desmond Americana, Albany, NY. Contact: Thomas Kelsh, 518/377-8718.

November 7-9, 1996
40th Annual Ontario Provincial Conference. Sheraton Parkway Toronto, North Hotel, Richmond Hill, ON. Contact: Barbara Rowe, 416/223-6164.

November 8, 1996
Co-sponsored by CCBD. West Coast Special Education Conference: "Developing Parent and Professional Partnerships." Anaheim, CA. Contact: Kim Laschober, 909/880-5977.

November 8-9, 1996
Georgia Federation Fall Conference. Columbus Hilton and Ironworks Convention Center, Columbus, GA. Contact: Gale Chance, 706/883-1535.

November 14-16, 1996
Ohio Federation CEC Fall Conference, "Teaching Today Reaching Tomorrow." Cincinnati, OH, The Omni Netherland Hotel. Contact: Ralph Shibley, 614/268-1080.

November 18, 1996
Massachusetts CEC Federation, "Linkages: Transition: Teaming, Technology." Newton Marriott Hotel. Contact: Terry Fuller, 617/729-3615.

November 21-23, 1996
CASE International Conference on Public Policy in Special Education. Disney Yacht and Beach Club Resorts, Orlando, FL. Contact: Jo Thomason, CASE, 505/243-7622.

THE COUNCIL FOR EXCEPTIONAL CHILDREN
1920 Association Drive
Reston, VA 20191-1589

NONPROFIT
ORGANIZATION
U.S. POSTAGE
PAID
RICHMOND, VA
PERMIT NO. 930

Celebrate CEC's 75th Anniversary in Salt Lake City!

CEC today

EXCLUSIVELY FOR MEMBERS OF THE COUNCIL FOR EXCEPTIONAL CHILDREN

VOL. 3 NO. 5
NOVEMBER 1996

New Report Challenges America to Support Teachers

One of the most comprehensive studies ever undertaken of the nation's educational system calls for an overhaul of the way teachers are trained, treated, and recruited. The study maintains that improving the education of America's children hinges on good teachers but that little is done to keep qualified, dedicated teachers or to support them as they do their jobs. To rectify the situation, high, national standards of knowledge and skills for teachers that are accepted and adhered to by each state, as well as sweeping reforms in teacher preparation, recruitment and hiring practices, are necessary, the study said.

What Matters Most: Teaching for America's Future was released last month by a bipartisan commission of prominent public officials and educators. The commission, which included several university presidents, governors, teachers, and chief executive officers of national companies, was financed jointly by the Rockefeller Foundation and the Carnegie Corp.

The commission's assessment of teacher standards mirror many of the recommendations CEC has made in its international certification standards for new, entry-level special educators, released in September 1995. CEC looks forward to working with the National Council for Accreditation of Teacher Education (NCATE), the states, and colleges and universities to implement our standards and support the recommendations put forth in the study.

"CEC commends the commission on their thorough assessment of the changes and improvements needed to allow teachers to work in a supportive environment, grow as professionals, and give our students an appropriate and challenging education," said Nancy Safer, CEC's executive director. "We are further gratified that CEC has already begun implementing many of the recommendations made by the commission. Through high standards and systemic backing for educators, we envision a future in which special education teachers—and all teachers—will have the knowledge, support, and rewards they need to keep them in the profession and provide the best education possible for our students."

"What teachers know and can do is the most important influence on what students learn."—What Matters Most: Teaching for America's Future

A National Shame

Though "what teachers know and do is the most important influence on what students learn," the commission called the way America's schools and states

Continues on page 5

We Can't—and Shouldn't—Treat All Our Students the Same

"I treat all my kids equally. I treat them all the same," are comments many teachers have expressed to indicate their fairness and objectivity. As special educators, we know we can't treat all students the same. That type of fairness and objectivity can work against a student who has an exceptionality. It can also work against students from diverse cultures.

A student's cultural background can impact not only the way he or she interacts socially but also his or her preferred learning styles. Some expectations and teaching strategies stressed in the EuroAmerican culture—and in our schools—directly contradict lessons our students learn at home and can interfere with their academic progress. Furthermore, students from diverse cultures bring special educators unique challenges, such as teaching students who lack English or other language skills, as

Continues on page 9

inside

Clinton, Dole Speak Out on Special Education 4

Helping Parents Deal with the Fact That Their Child Has a Disability 12

It's Okay to Want to Move Into Administration 14

Last Chance!

This is your last chance to win CEC's Member-Get-a-Member Campaign and earn free CEC membership, convention registration and publications! There's room at the top for you, so make sure you get your new applications in by November 15, 1996. The top contenders in the campaign are

- **Southern Utah University Chapter #1146 (UT)**
- **Augusta Area Chapter #292 (GA)**
- **Orange County Chapter #188 (CA)**
- **Angelo State University Chapter #559 (TX)**
- **Old Dominion University Chapter #883 (VA)**
- **Ontario CEC Federation (ON)**
- **Jill Dardig (OH)**
- **Brenda Swanson (FL)**
- **Lina Reitano (ON)**
- **Scott Rossig (NJ)**

75th Anniversary Notes....

Milestones in CEC's History

1928	CEC produced its first publication, the *Newsletter on the International Council for the Education of Exceptional Children*
1933	The Council shortened its name to the International Council for Exceptional Children (ICEC)
1934	The Council launched the *Journal of Exceptional Children*
1941	The Council became a Department of the National Education Association
1950	The Council opened its new Headquarters office in Washington, DC

CEC Staff Openings

CEC is seeking the following

- **Deputy Executive Director**
- **Associate for Research and Program Development**

Information about these and other openings can be obtained through the CEC Website (go to www.cec.sped.org and look under "What's New"—staff openings) or through CEC's Facts by FAX employment opportunities (call 703/264-9420) or by calling voice 703/620-3660, TTY 703/264-9446.

New Career Flyers Available from NCPSE

"I love my job. . . . I feel good when I am able to motivate a kid to stay in middle school and look forward to graduating from high school," says James Herzog, a special education teacher featured in the *Secondary Special Education Teacher* career flyer developed by the National Clearinghouse for Professions in Special Education (NCPSE).

NCPSE has recently published six more career flyers in their series that explore various career options for people interested in working with children with disabilities in the public schools. The other new titles are *Special Education Technology Specialist*, *Physical Therapist*, *Occupational Therapist*, *Speech-Language Pathologist*, and *Adapted Physical Education Teacher*.

Each colorful four-page flyer describes the nature of the work involved, the setting in which the professional works, education requirements, personal qualities, job outlook, and advancement opportunities. The publications are written primarily for middle school and high school audiences but are appropriate for any career information seekers.

A "Practitioner Profile" introduces the reader to a practicing professional working in the schools and gives an in-depth picture of the daily life of the professional including information on why they chose this particular career, what their day is like, and what they see as the challenges and satisfactions of their career. For example, the *Adapted Physical Education Teacher* flyer profiles Karen Etz, who works at an early childhood education center. She says, "When a child with disabilities does something he or she couldn't do before, the achievement just makes the smile bigger. Progress can seem slow at times, but it's exciting to me when a child makes any kind of progress."

These new flyers join two others previously developed by NCPSE, *Early Childhood Educator* and *Special Education Resource Teacher/Elementary Level*. The career flyer series also includes *Careers in Special Education and Related Services*, a 6-page flyer that provides a general overview of many of the careers in special education and the related services.

To receive a free copy of any of the publications, contact the National Clearinghouse for Professions in Special Education, 800/641-7824, e-mail: ncpse@cec.sped.org. ■

Technical Assistance and Program Evaluation Services Available

The National Transition Alliance, a group funded jointly by the U.S. Departments of Education and Labor, promotes a coherent and comprehensive system for transition from school to employment. The Alliance identifies proven practices, evaluates transition program effectiveness, provides technical assistance, and disseminates information. It promotes the transition of all youth with disabilities, including severe disabilities, toward desired postschool outcomes such as gainful employment, postsecondary education and training, and independent living. In addition, it brings together universities, nonprofit service and business organizations, and national education associations to provide support to people working with youth in their transition to postschool life.

The Alliance has a Web site at http:www.aed.org/Transition/Alliance/NTA.html, or contact Lynda Leach at the Transition Research Institute, 217-333-2325 (voice); 217-244-0851 (fax), or leachlyn@ux1.cso.uiuc.edu. ■

CEC's Standing Committees Need You!

CEC's standing committees give members a unique opportunity to work closely with special education leaders, help shape CEC policy, and earn recognition in the field.

CEC members who wish to serve on a committee may nominate themselves, or they may be nominated by other CEC members or units. Committee appointments are for 3 years, although appointments may be made for a shorter duration to fill vacancies on committees. CEC president Jerry Hime has announced the call for nominations for the coming term. CEC's eight standing committees and their duties are:

- **Credentials and Elections**—Validates delegates' and alternates' credentials, conducts secret ballot elections when necessary, and develops procedures to distribute and count votes at the CEC Delegate Assembly.
- **Advocacy and Governmental Relations**—Advises the Board of Governors (BOG) regarding CEC policies relating to governmental relations, advises CEC staff concerning governmental actions, and advises the Board on appropriate studies concerning government and children and youth with exceptionalities.
- **Ethnic and Multicultural Concerns**—Provides direction and recommendations to CEC regarding services and programs reflecting cultural diversity, helps develop solutions to problems in special education affecting ethnic and multicultural groups, encourages the recruitment and participation of ethnic and multicultural group members in CEC, and advocates for ethnic and multicultural and dominant groups relative to children and youth with exceptionalities.
- **Finance and Operations**—Addresses the financial stability of CEC and the financial implications of services to members, recommends to the Board action it should take on the program plan and budget, considers price formulae for CEC's saleable items, reviews financial policies, considers the use of restricted fund moneys, and evaluates the administrative operations and policies and advises the BOG.
- **Governance**—Evaluates the manner in which CEC's governance is conducted, recommends policy revisions and operating procedures, advises on ways to improve the representativeness and functioning of CEC's governance, and serves as the rules committee.
- **Membership and Unit Development**—Reviews the total CEC program as it impinges upon individual, chapter, federation, and division (subdivision) membership; identifies and studies problems in the development of units; recommends policy on all matters pertaining to membership; and advises CEC in administrative matters affecting membership.
- **Professional Development**—Advises the BOG regarding policies and activities relating to advancing professional development of CEC members and others involved in the education of children and youth with exceptionalities, advises CEC staff on matters regarding professional development activities, and assists CEC staff in implementing professional development activities.
- **Professional Standards and Practice**—Advises the Board of Governors regarding CEC policies and activities relating to professional standards, develops guidelines to help the field meet CEC professional standards, advises CEC staff in implementing a professional standards and practice program, and determines the recipients of the CEC awards.

Criteria for nomination include current membership in CEC, knowledge and experience in the areas focused on by the committee and/or in relation to specific member groups the nominee represents, and the commitment to give the time and complete the tasks necessary to perform committee responsibilities. Committee members are also selected to ensure diversity in role, gender, ethnicity, disability, and regions of the country as well as Canada. Nominees participate in the committee meetings held at the annual convention (generally not paid for by CEC) and should be free to travel to CEC headquarters for a committee meeting should one be scheduled. For a nomination form and instructions, contact Karen Ulans, 703/264-9487. Nominations are due by March 1, 1997. ■

inside

NOVEMBER 1996 VOL. 3 NO. 5

CEC Today is published by
The Council for Exceptional Children, 1920
Association Drive, Reston, VA 20191-1589,
Telephone 703/620-3660, TTY 703/264-9446,
lyndav@cec.sped.org.

CEC Today is not copyrighted. Members are encouraged to copy and disseminate information in this publication.

CEC President: Gerald L. Hime

Executive Director: Nancy D. Safer

Editor: Lynda C. Voyles

Contributing Editors: Jacki Bootel, Department of Public Policy; Jean Boston, Publications and Professional Standards; Jane Burnette, Grants and Contracts; Brian Carroll, Professional Development; Grace Zamora Duran, Membership; Karen Vermaire Fox, Student CEC; Stephen Gregory, Marketing; Susan Simmons, Membership; Shelia Mingo, Ethnic and Multicultural Concerns

New Report Challenges America to Support Teachers *1*

We Can't—and Shouldn't—Treat All Our Students the Same *1*

New Career Flyers Available from NCPSE *2*

Technical Assistance and Program Evaluation Services Available *2*

Member Benefits *3*

Advocacy in Action *1*

Student CEC Spotlight *6*

Multicultural *7*

Canada *7*

Division Focus *8*

Professional Advancement *10*

Member to Member *12*

Speaking Out *11*
It's Okay to Want to Move into Administration

Calendar of Events *16*

Advocacy in Action

Clinton, Dole Speak Out on Special Education

CEC Today *submitted questions about special education to President Bill Clinton and Senator Bob Dole. Following are their responses.*

Funding for the Individuals with Disabilities Education Act (IDEA) discretionary programs has generally been level-funded for the last few years. Do you support increases in funding for special education and its discretionary programs? If so, by how much?

Clinton: I know how much IDEA means to millions of students with disabilities and their parents—and I strongly support it. I am committed to maintaining IDEA so that every American student with a disability will receive excellent educational opportunities in the least restrictive environment possible. In the past 3 years, I have fought for increased funding to strengthen IDEA. My 1997 budget request includes another increase, which will bring total funding for IDEA programs to $3.3 billion, an increase of over a billion dollars since I took office.

Dole: As president, I will press for full funding of IDEA. There are many programs funded by the Department of Education that really belong in the states. But, in my view, funding special education—providing financial support for the education of students with disabilities—is a proper federal responsibility. Even in a time of tight budgets, with the savings we can realize from downsizing other programs in the Department of Education, we can significantly boost IDEA funding.

How can we fight the current backlash against special education?

Clinton: I am striving to ensure that closed doors or narrow minds do not prevent Americans with disabilities from realizing their dreams and increasing their independence and productivity.

I believe America does not have a single person to waste—and I am committed to ensuring that every American child with a disability has access to a quality education and the opportunity to become a productive, tax-paying citizen. I strongly support IDEA, which is helping millions of American students with disabilities take full advantage of our public education system. In schools and communities across the country, IDEA is preparing children with disabilities for the high-wage jobs that are opening up in the new global economy. More students with disabilities are going on to college as a result of IDEA, and high school graduates with disabilities who went to school under IDEA have an employment rate twice that of the overall population of individuals with disabilities.

Dole: As president, I pledge to people with disabilities and their families that I will:

- Press for full participation of Americans with disabilities in all walks of life and vigorously and fairly enforce disability rights laws—such as the Americans with Disabilities Act.
- Implement a three-fold plan to improve health care for children with disabilities:
- Promote home- and community-based services, including creating a new program for children. I will end the institutional bias in the Medicaid program. I will not allow children or adults with disabilities to be forced into institutions.
- Provide greater economic opportunity for people with disabilities. I will bring to this nation's attention the startling poverty among people with disabilities and work to bring people with disabilities to the same standard of living as other Americans. I will jump start a new national initiative effort to increase employment by convening a White House conference on employment of people with disabilities.
- Combat crimes and abuses against children and adults with disabilities. One of the big promises of ADA—an accessible environment—means little if people with disabilities are afraid to leave their homes. And the best community residence is unacceptable if parents feel their child may be abused. And personal assistance is worthless if people are afraid of their attendants. In the Dole administration, fighting crime and abuse against people with disabilities will be a top priority.

One of the major sources of contention of IDEA's reauthorization concerns expelling students who have a disability and bring a weapon and/or drugs to school. What is your stand on this matter?

Clinton: Children with disabilities who have been expelled or suspended from school will do better in the long run if they continue to receive educational services in an alternative setting than if they are completely cut off from those services. That is why we do not support the cessation of services for children with disabilities.

Dole: Did not respond to this question.

Special education suffers from a shortage of qualified teachers. What do you recommend to increase the number of qualified special educators in our country?

Clinton: I believe that well-prepared and highly skilled teachers are the foundation for a quality education for all students. I believe strongly that students who receive special education services must receive them from the most qualified teachers and other staff. I support preserving the "qualified providers" provisions of IDEA and am against proposals to hire unqualified personnel. States have the primary responsibility for determining standards for teachers, and, together with institutions of higher education and local school districts, for providing teachers with the preparation and continuing professional development they need. The U.S. Department of Education will work in partnership with states to support them in the development of com-

Advocacy, *from page 4*

prehensive systems of personnel development.

Dole: I have been very concerned that school reforms—such as Goals 2000—have ignored students with disabilities. For example, Goals 2000 aims for a 90% high school graduation rate. But even without reform, the graduation rate among nondisabled students is 83%. At the same time, the dropout rate has grown among students with disabilities—from 40% to 48%. For this reason, I got funding for a National Academy of Sciences study of how well school reforms are serving students with disabilities.

I will also push for greater school choice for students with disabilities. Let's give parents vouchers so they can pay for the school they think is best for their child. Although school choice is good for children without disabilities, it is even better for children with disabilities.

Do you support gifted education, another program that has had funding cut drastically in the past few years? If so, how do you propose to restore these programs and their funding?

Clinton: I support gifted education programs and fought successfully to increase funding for the Javits Gifted and Talented Programs in my Fiscal Year 1997 budget. Schools must develop the talents of all students and educate all students to their maximum.

Dole: Did not respond to this question.

Congress Runs Out of Time on IDEA Reauthorization

All further consideration of the reauthorization of the Individuals with Disabilities Education Act (IDEA) has ended for this Congress. Sen. William Frist (R-Tenn.), chair of the U.S. Senate Subcommittee on Disability Policy, issued a formal statement to that effect on September 30, 1996.

CEC appreciates the Congress declining to take final action on this complex reauthorization, given the fact that insufficient time remained for a careful and thorough preparation of a final House/Senate bill. ■

IDEA Programs to Receive $4 Billion in FY 1997!

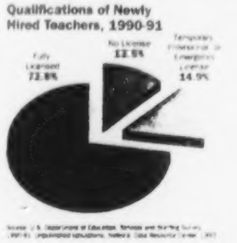
In late September, Congress added almost $800 million to Individuals with Disabilities Education Act (IDEA) programs, giving IDEA programs more than $4 billion. This is an increase of $791 million over FY 1996 levels. Following are the funding figures for FY '97 (in millions):

Programs	**FY 96 Final**	**FY 97 Appropriations**
IDEA		
State and Local Grant Program	$2,323.84	$3,107.52 (+784 million)
Preschool Grants	360.41	360.41
Early Int. Program	315.75	315.75
Subtotal, State Grants	**$3,000.00**	**$3,783.68**
Deaf-Blind Progs	$ 12.83	$ 12.83
Regional Resource Center	6.64	6.64
Severe Disabilities	10.03	10.03
Early Childhood Ed	25.15	25.15
Emotional Dist. Proj	4.15	4.15
Postsecondary Ed. Progs	8.84	8.84
Secondary Ed. & Trans Services	23.97	23.97
Innovation & Devel	14.00	16.00 (+2 million)
Special Ed. Technology	9.99	9.99
Media & Captioning Services	19.14	20.03 (+900,000)
Special Ed. Personnel Development	91.34	93.34 (+2 million)
Parent Training	13.54	15.54 (+2 million)
Clearinghouses	1.99	1.99
Special Studies	3.83	3.83
IDEA Subtotal, Special Purpose Funds	**$ 245.42**	**$252.32 (+6.9 million)**
TOTAL, IDEA	**$3,245.42**	**$4,036.00 (+791 million)**

The Javits Gifted and Talented Program received an additional $2 million under this bill, for a total of $5 million for FY 1997.

Report, *from page 1*

train and treat teachers "a great national shame." In their 2-year study, commission members found that approximately one-fourth of high school teachers lack college training in their primary classroom subject; about 10% of all newly hired teachers enter without any training at all; another 14% enter without having fully met state standards; and 3 of every 10 teachers quit within 5 years. Also, 500 of our 1,200 education schools lack accreditation.



Other problems that negatively impact teacher performance are low expectations for student performance; recruitment practices such as hiring unqualified teachers to fill shortages or save money on salaries; and flaws in teacher preparation such as inadequate time to learn subject matter, coursework that is removed from teaching practice, and lack of innovation, according to the commission.

Recommendations

The commission offered five major recommendations to ensure America has quality teachers. They are:

- Improve standards for students and teachers—Every state should establish professional standards boards and insist on accreditation for all schools of education. In addition, teachers should earn licenses based on demonstrated performance, including tests of subject matter knowledge, teaching knowledge, and teaching skill.
- Reinvent teacher preparation and professional development—Teacher education and professional development programs should be organized around standards for students and teachers. In addition, teacher-preparation programs should provide a year-long internship in a professional development school. Also, mentoring programs for beginning teachers should be created and funded, and schools should provide high-quality

Continues on page 15

Graduate School for Special Educators—What's Out There

BY VIVIAN LASLEY

To go or not to go, that is the question. Whether it is better to go right out of school or get some experience first adds another element to the debate. Doreen Kim, Student CEC President and doctoral student at Purdue University, feels that practical classroom experience helps future teachers understand the realistic aspects of teaching.

"Many times we come out of our education programs with idealistic thoughts about how we are going to teach," Kim said. "That's great, but we don't always realize that what's on paper doesn't always apply if we haven't experienced kids in a classroom setting."

For Kimberly Garvis, the Illinois/DLD Student CAN Coordinator, however, attending graduate school was all a matter of timing.

"I knew I was going to need a master's degree eventually, so when the opportunity to attend Illinois State University presented itself, I jumped at the chance," she said.

It is important to know why you want to attend graduate school before you even start looking at various programs. Have past experiences made you want to become an expert in a certain area? Are employers looking for graduate degrees? Do you want to study with a certain professor?

Once you know the direction in which you are headed, do some research. Check out various programs to find one that is right for you. One resource, the *Directory of Programs for Preparing Individuals for Careers in Special Education* categorizes programs by state and topic area. For a more customized search, contact the National Clearinghouse for Professions in Special Education (NCPSE) at 800/641-7824.

The Clearinghouse not only gives you access to the information found in the database, but staff can also provide information about campus life, support programs, and financial aid options.

"I was looking for a program for learning disabilities and behavior disorders, and the research I did with the Clearinghouse led me to the program at Illinois State University," said Garvis.

The Clearinghouse can also tell you which schools have National Council for Accreditation of Teacher Education (NCATE) and CEC approved programs.

After locating various programs that meet your needs, critically evaluate those programs for the following:

- **Location**—Do you want to be away from your family or close to home? Is the commute cost-effective? Are students being hired by the local community upon graduation?
- **Size**—This is an important consideration. Large numbers look impressive, but check to make sure you will receive the individual attention you desire. Will the classes you need be available? Do you have access to professors? Do students get together to discuss current events and issues?
- **Campus Life**—Most likely you will not spend all your time studying. Check out the atmosphere of the school. Are activities available to meet your needs? Is the Student CEC chapter on campus active? Will you be able to fit in with the students in attendance? Most libraries carry *Peterson's* guides, which can provide you with some of this information, or you can give the Clearinghouse a call.
- **Cost**—This is a biggie! Cost will influence your decision in some way. Federal loans are based on student need. To determine if you qualify, contact the Federal Student Aid Information Center at 800/433-3243 from 8:00 am to 8:00 pm EST Monday through Friday.

Check with state agencies as well to see if money is available through such programs as the State Student Incentive Grants. Also explore possible teaching or research assistantships offered by the college or university you are considering. Beth Mundwiler, the Michigan Student Association President, combined graduate school with an internship program to help defray expenses. She gets the benefit of teaching while attending school at the same time.

Call for Papers Due!

Remember to turn in your papers by November 15 for the Kaleidoscope Session to be held at the 1997 Convention in Salt Lake City, Utah. Any student may present. Call 800/845-6232 for more information.

- **Program Credibility**—Since you are paying for it, make sure the program meets high standards. Check to ensure the college of education is NCATE approved and that CEC has approved the special education program. Learn about the professors and find out who will be teaching the courses you will be taking. Make sure you can learn from these individuals. Kim chose Purdue University because she wanted to study with Dr. Mastropieri and Dr. Scruggs, experts in the area of mild disabilities.
- **Plan a Visit**—After narrowing down your list of choices, plan a visit and explore things for yourself. Check out the atmosphere of the department to be sure it matches your philosophy. If possible, set up times to meet with professors. You may also want to speak with graduates of the program to find out about their experiences—do they have opportunities to use their newfound knowledge? Are they employed?

Diana Rogers-Adkinson, professor and faculty advisor at Wichita State University, works with students who approach graduate school from many different career paths. Some have practical experience and others are continuing their studies upon completion of their undergraduate work.

"No matter where you are in your career, spend some time talking with one of your professors to find out what graduate school means for you," said Rogers-Adkinson. ■

Vivian Lasley is the Student CEC Association president for Kentucky and is currently attending Eastern Kentucky University.

CEC Co-sponsors Kids' Expo '96 Magic

CEC's Ginny Jenkins treats a Kids' Expo '96 attendee to some face painting.

CEC was proud to be a co-sponsor of Kids' Expo '96 Magic, metropolitan Washington's first exposition showcasing innovative products, services, and activities designed for children and youth with disabilities and chronic health problems, held Oct. 5 in Capital Heights, MD.

The fun-filled day included magicians, puppet shows, music, and a petting zoo. In addition, paralympic sports celebrities handed out autographs; and children with disabilities got a glimpse of sports they can participate in, such as wheelchair tennis, soccer, basketball, volleyball, skiing, and boating.

While the kids were having fun, parents and teachers had an opportunity to attend dance and art therapy demonstrations and adapted driving options. Plus, parents spoke at roundtable discussions with representatives from CEC and other organizations about issues of concern and attended computer hardware and software demonstrations.

All and all, it was a truly magical day for everyone. ■

canada

Ontario CEC Issues Position Paper on Professional Standards and Competencies for Educational Assistants

The Ontario CEC recently released a position paper on Professional Standards and Competencies for Educational Assistants. To prepare this statement, the Professional Standards Committee of the Ontario CEC reviewed information concerning educational assistants from various parts of the province and surveyed school boards and nearly 500 educational assistants across the province. The Committee's recommendations are:

- All jurisdictions should develop a hiring policy that reflects the need for educational assistants to have postsecondary, preservice education in a relevant child and youth program from an accredited college or university.
- Years of experience in related fields should be identified and accredited within hiring policies.
- School boards should be required to develop clearly defined criteria and procedures based on qualifications for placing educational assistants.
- All jurisdictions should develop clear, written role descriptions for educational assistants that recognize them as professional members of the school team who help educate students with special needs.
- All jurisdictions should provide guidelines for the development of specific responsibilities or a job description for the role of educational assistant.
- Postsecondary institutions should develop comparable programs and curricula based on a standard core of knowledge, skills, and competencies that prepare educational assistants to meet the diverse needs of students with exceptionalities. These programs must include a relevant range of content. Due to variations in existing preservice education programs, all jurisdictions within the province should develop consistent equivalencies.
- All school boards should provide regular inservice opportunities for educational assistants throughout the year. ■

CEC/DDEL 1997 Multicultural Symposium

Enriching the Tapestry of Cultural and Linguistic Diversity

Learn the latest information on the education of culturally or linguistically diverse exceptional learners from nationally recognized leaders. It's your key to helping ALL your students find academic success.

New Orleans, Louisiana

January 8-10, 1997

Registration Fees:

Preregistration	*On-Site*
$199 Members	$255 Members
$249 Nonmembers	$310 Nonmembers

To register or for more information call:

800/224-6830

Congratulations to CEC's Survey Winners!

CEC would like to thank all CEC members who responded to our member survey, "What Kind of Member Are You?" We congratulate the following whose names were selected in the drawing:

- **Tina K. Owsley**, teacher/speech-language pathologist: Convention Registration.
- **Kevin Carpenger**, teacher: Publication.
- **Lesley Martin**, teacher: T-Shirt.

Most of our survey respondents classified themselves as Information Junkies, educators who value their membership for the information they receive in our journals and enjoy reading selected articles at their leisure. The Supporters came in second, and Knowledge Sharers placed third. A breakdown of the categories is:

Information Junkie	75%
The Supporter	53%
Knowledge Sharer	38%
Expert Schmoozer	12%
Busy Bee	10%

Some members selected more than one descriptor, therefore, percentages exceed 100%. (N=410)

Division Focus

CASE

The Council of Administrators of Special Education

CASE will elect its secretary and the governor to the CEC Board of Governors January 1. Please submit nominations to the Chair of the Nominating Committee, J. Calvin Evans, Jordan School District, 9361 South 3rd. East, Sandy, UT 84070.

The Board of Directors made nominations for new Unit Representatives to the CASE Executive Committee. Results will be announced in the CASE Newsletter. All new officers will take office on July 1, 1997.

CASE is also seeking nominations for the CASE Outstanding Administrator of Special Education Award and the Harrie M. Selznick Distinguished Service Award. For more information, call 505/243-7622.

Make plans to attend the CASE International Conference on Public Policy in Special Education at the Disney Yacht Club in Orlando, FL, November 21-23.

CASE members should have received their registration forms for the CASE Institute on Related Services to be held in Clearwater Beach, FL, February 19-21, 1997. Non-CASE members should call 505/243-7622 for registration forms.

CCBD

The Council for Children with Behavioral Disorders

Mark your calendars for CCBD's upcoming forum, "Diversity in the Schools: New Challenges and New Solutions for Students with or At-Risk for Challenging Behaviors," to be held February 28, 1997, in North Charleston, SC. Preregistration deadline is February 15, 1997. Keynote presentations are:

- New Challenges and New Solutions: Diversity in the Schools.
- Alternative Instructional Strategies That Accommodate Diversity.
- Building Positive Environments to Accommodate Diversity.

Also, CCBD will offer two-day Summer Training Institutes on "Turning Kids on to Learning and Keeping Them in School," to be held July 18-19 in Portland, OR, and on July 25-26 in Louisville, KY.

For more information about these conferences, contact Lyndal Bullock, 817/565-3583.

CEC-PD

The Pioneers Division

Highlights of Pioneers activities for the Salt Lake City Convention are:

- A workshop on how to locate ancestors in the Family History Library in Salt Lake City.
- The showcase session.
- A program on Elizabeth Farrell, CEC's founder.
- A history of educational services for children who are EBD in the United Kingdom.
- A strand on "Past, Present, Future."
- The Pioneers dinner.

CEDS

The Council for Educational Diagnostic Services

CEDS fourth topical conference will be held in Chicago, IL, November 12-15, 1997. CEC members are invited to submit a proposal for review. Assessment, the implications for instruction, and possible interventions will be a priority. Topical areas include:

- Identification of and intervention with students with ADHD, emotional/behavioral disorders, and autism.
- Vocational assessment and transition to postsecondary placements.
- Assessment and information gathering techniques appropriate for inclusive settings.

The deadline is December 1, 1996. For more information, contact Sandra Latchford, 506/453-3515.

DCDT

The Division on Career Development and Transition

The summer/fall 1996 issue of *Capital Connection Policy Newsletter (CCPN)* will be mailed within the month. *CCPN*, which is published three times a year, is a collaborative effort of DCDT, George Washington University, and Mankato State University. It focuses on interdisciplinary policy and practice in career development and transition for exceptional individuals and provides up-to-date analysis of policy reforms in education, vocational education, job training and labor, rehabilitation, and welfare. For a complimentary issue of *CCPN*, write *CCPN*, Office of Support Services, MSU 99, Mankato State University, P.O. Box 8400, Mankato, MN 56002-8400.

DEC

The Division for Early Childhood

The DEC Technology Task Force, chaired by George Jesien and Linda Frederich, has created a Web site at http://www.soe.uwm.edu/dec/dec.html. This page is an immediate source of information on what is going on in DEC and links accessors to other interesting resources. As you visit the site, please drop a note with suggestions to improve or expand it.

Contribute to the information sharing, training, and networking opportunities at the Conference on Children with Special Needs at the Hyatt Regency in Phoenix, AZ, December 8-11, 1996. Many activities are planned for families and students. For more information, call 303/620-4579 or FAX 303/620-44588, and/or e-mail at dec_execoff@together.cudenver.edu4588.

DISES

The Division of International Special Education and Services

You may become a Special Education World Congress 2000 (SEWC 2000) participant by submitting a paper to Cyber Seminars. A SEWC 2000 Cyber Seminar Web Site, which will contain program descriptions, position papers, research developments, and international contact information, will be introduced in 1997.

Cyber Seminars will be organized into three areas: Presentations, sets of papers written by authors from several countries that address a theme or topic; Open Forum, single issue papers; and National Resources, program descriptions grouped by nations, states, regions, and localities.

You can organize a Cyber Seminar Presentation by submitting a paper and encouraging your friends in other countries to submit a paper on the same topic. For more information, contact Aaron Armfield: armfield@unomaha.edu, or Louise Fulton: lfu@wiley.csusb.edu.

MRDD

The Division on Mental Retardation and Developmental Disabilities

The MRDD Board of Directors and the Austin Conference Committee would like thank the many people who assisted with the "Goals 2000: Education in a New Century" conference, the conference committee chairs, Jim Patton, and MRDD'sTexas subdivision. We also thank the many conference presenters.

MRDD is issuing a call for nominations for the office of Division Vice President. Nominations must be received by December 1, 1996. Individuals who are nominated must be members of MRDD and willing to give a four year commitment as they progress through the offices of Vice President, President Elect, President, and Past President.

Students, *from page 1*

sessing students from diverse backgrounds accurately, and helping general educators understand the unique needs of exceptional students with cultural and linguistic differences.

Following are three issues that special educators face as they teach culturally and linguistically diverse (CLD) students.

Students with Little or No Language Skills

The language gap can stymie our best intentions to help CLD students. For years, special educators have worked without sufficient assessment measures that take into account language or cultural differences. As a result, CLD students may be inappropriately placed in special education programs. Even when CLD students need special services, they may be placed in programs that do not meet their needs—an unfortunate result when no one is available who can communicate with a student in his or her own language.

Recently, a new challenge has been identified—young students who speak neither English nor a native language. Los Angeles school officials found that 7,000 of their students lacked verbal communication skills last year, and it is believed that this problem is cropping up in urban centers across the nation. Though the Los Angeles students identified as nonverbal are primarily Hispanic, the problem occurs in other cultures as well.

In Los Angeles, the nonverbal students, who have been placed in special kindergarten classes, interact with each other in grunts and baby talk or with physical force. These and other nonverbal students' lack of speech bodes ill for their future academic success. Children who start school without language skills rarely catch up and may end up in special education, according to education researchers.

No one knows why these students are nonverbal, but school officials hypothesize that some parents from other cultures may not speak to their children in their native language, hoping they will learn English more easily in school; that parents are spending less time with their children as they struggle to meet the demands of two or three jobs; and that in some cultures, children are taught to be seen and not heard.

Educators must also distinguish between students who may appear to be nonverbal but are actually nonEnglish speaking. If a student comes from a family that speaks a different language and someone who is not aware of the family situation tests a child, the test results can be totally off base, said Paula Seanez, Assistant Director of the Navajo Office of Special Education and Rehabilitative Services and member of CEC's Arizona Federation. The issue can be further complicated by differences in ways of speaking or dialects.

The problem may be that the CLD students don't speak the type of language we expect of them in school, said Maria Wierema, English language teacher from Bethel, Alaska.

"School has a very specific vocabulary and style," she said. "It takes a long time to change one's style of talking. Basically, it's like learning a new language, so children acquire it slowly."

Correcting the misidentification of CLD students requires assessments that go beyond traditional standardized tests. Wierema recommends assessing students in their native language, ensuring the assessor speaks the student's language, and using tests that allow the examiner to address syntax issues. But most important, she says, is learning about the student's language abilities through interviews with the family, as well as with teachers and others who know the child's history.

Misidentifying CLD students' language problems not only blocks their academic progress but is also unfair to the special educator.

"LD is a good example," said Seanez. "They may place a kid under that category, when his problem is really a language issue. They try different things in the special ed arena, but they haven't tried translating material or visuals or some other alternative that is language based. The kid is frustrated and the teacher is frustrated."

Working with Your Students' Families

Developing positive relationships with the families of CLD students may take some extra work, but it opens new doors of self-awareness and broadens one's cultural knowledge.

One of the special educator's first tasks is to break down the barriers between the school and the family. Our Individualized Education Program (IEP) structure, which is very formal and reflects mainstream styles, can intimidate CLD families. To change this structure, special educators must personalize their communication with the students' families.

One way to make meetings less intimidating is to visit the parents at their home or a restaurant. Or, the teacher could set up a preconference meeting. This will help the parents feel more comfortable and assure them that someone they know is on their side during the IEP meeting, according to Beth Harry, professor at the University of Miami, Coral Gables.

It also helps if special educators give CLD parents extra time in meetings. They may not understand the language, the process, the concept, or what is being asked of them; and they may need to ask the same question several times. Also, some CLD parents may believe they are not really supposed to give their opinion and may verbally agree to a course of action they do not understand or oppose. It takes time to help them learn they do have a voice in special education proceedings.

Continues on page 15

440

TEC Authors Go Online!

CEC is proud to bring you an exciting new member service, *TEC* Author On-Line. With the November/December issue of *TEC*, 29.2, members can converse with *TEC* authors through CEC's home page.

Approximately 3 weeks after *TEC* is mailed, members will be able to ask questions and post comments about a *TEC* article. This interactive service allows members to learn more about the topic, discuss different ways methods presented can be used, find out how to apply new strategies to their own situations, and interact with each other. Generally, discussions will continue for 3 weeks. However, if interest is high, the discussion may continue for a longer period. At the conclusion of the event, a brief summary of the discussion will be provided. Members can download the entire file for future reference.

"This is an excellent opportunity for members to read an article and then discuss it further with the author," said Dave Edyburn, *TEC* Editor. "Depending on their (the member's) interest and experience, this is a way to affirm what the author said through anecdotal experiences or challenge him or her. In addition, *TEC* Author Online gives members worldwide an opportunity to meet and share resources on a given topic."

Members can access the text of the article to be discussed and the online discussion at http://www.cec.sped.org/bk/tec-1.htm

China-U.S. Conference on Education

CEC is a co-sponsor for the China-U.S. Conference on Education, to be held in Beijing, People's Republic of China, July 9-13, 1997. The conference will help develop long-term relationships between U.S. and Chinese educators and students. Attendees may also take advantage of study programs to other cities, an interactive learning center, and school partnerships with Chinese schools. For detailed information on the conference, visit Global Interaction's Home Page: http://www/goodnet.com/~global/ or call 602/943-3922

It's Confirmed—LCCE Is a Winner!

Recent analysis of a survey on CEC's Life Centered Career Education (LCCE) curriculum showed that teachers across the world are successfully using LCCE with students with disabilities. More than 2,225 LCCE Complete Curriculum Packages are currently being used in the U.S., Canada, and abroad. The top five states are Alabama (with 496 sets), North Carolina (175), Missouri (153), Texas (129), and Kentucky (95).

Teachers reported using LCCE with the full spectrum of students with disabilities, and anecdotal reports indicate that many schools are using the curriculum with their general education students as well. Respondents said they use the LCCE curriculum with the following types of students with special needs:

- 69% Learning Disability.
- 69% Developmentally Disabled.
- 34% Seriously Emotionally Disturbed.
- 22% Multiple Disabilities.
- 16% Autistic.
- 14% Other Health impaired.
- 14% Visually Impaired/Blind.
- 13% Traumatic Brain Injury.
- 12% Hard of Hearing/Deaf.

The curriculum is being used in high schools by 77% of the respondents, in middle schools by 23%, and in elementary schools by 6%. Community-based clients and other groups of users were not in this sample.

If you have been searching for a life skills curriculum for your students that is backed up with training and continuing support, be sure you check out the LCCE curriculum. There is still time to sign up for our next Regional Training, which will take place on November 12-13 in Houston, TX. Four modules form the core of this training:

- Overview of LCCE.
- Assessment.
- Lesson Plan Development and Instruction.
- School and District-Wide Implementation.

The 2-day workshop will provide participants with many opportunities to practice the skills needed to implement the curriculum. On-site training is also available. A discount of 20% off the curriculum package (price $980) is offered to all trainees.

The survey was sent to 1,000 users of which approximately 25% were returned. Of these, 144 (60%) of the respondents were practitioners (teachers, principals, other school-based staff), 73 (30%) were central office school district staff, and 23 (10%) were employed at resource centers, universities, or state provincial agencies. ■

School-to-Work Transition

CEC

Life Centered Career Education

Regional Training

A complete program to help you give your students the skills they need to make the transition from student to adult, from school to work and postsecondary education

Where:
Houston, TX

When:
November 12-13, 1996

Tuition:
Members........$199
Nonmembers..$249

Call now! Registration is limited. 800/224-6830

National Poll Assesses Public Attitudes about Learning Disabilities

Learning Disabilities and the American Public: A Look at American Awareness and Knowledge, a national poll conducted by Roper Starch Worldwide revealed the following facts and public attitudes toward learning disabilities:

- Parents of children diagnosed as having learning disabilities are twice as likely to turn to someone in their school for information (60%) than to their doctor or pediatrician (32%).
- Between 60% and 85% of respondents incorrectly identified a number of conditions, including mental retardation, blindness, and emotional problems as being associated with learning disabilities.
- Between 61% and 91% of teachers also identified these conditions as being associated with learning disabilities.
- Of Americans who say they have learning disabilities, 44% say they received "less than equal treatment" in school because of their disability.
- Eighty-six percent agree that children with learning disabilities are more likely than most to drop out of school if their special needs are not recognized and addressed.
- Strong support (62%) exists among the American public for teachers to adapt their teaching styles to help every child reach his or her full potential. Only 32% disagree, saying that teachers should teach to the most common learning style. Teachers (67%) are even more likely to endorse teaching to individual learning styles.
- When made aware that learning disabilities are permanent and not "curable," more than 90% of respondents supported increased government spending on education programs and facilities for children with learning disabilities.

Poll sponsored by the Emily Hall Tremaine Foundation.

Learning Disabilities Consortium Launches Public Awareness Campaign

The Consortium on Learning Disabilities recently launched a campaign to increase awareness and knowledge of learning disabilities. The campaign seeks to replace myth and ignorance about learning disabilities with factual knowledge and promote early diagnosis and intervention for children with learning disabilities.

In addition, the Consortium wants the public to know that early diagnosis and intervention makes a critical difference in helping students with learning disabilities learn the skills they need to deal with their disability. ■

OSEP Modifies Its Grants Award Process

The U.S. Office of Special Education Program's (OSEP's) Division of Innovation and Development (DID) is modifying its Grants Awards process, which relies on peer review. Proposed changes include setting strict page limits on grant applications, providing panelists with in-depth training, clarifying criteria, changing scoring procedures, and establishing standing panels to review the applications.

The Chesapeake Institute, a nonprofit educational research organization and a working group, and DID sought the advice of practicing researchers, practitioners, and persons with disabilities when conducting the study.

As the suggested modifications have advantages and disadvantages that should be weighed before a new procedure is implemented and would affect the entire review process, DID is asking people who may be affected by these changes to provide feedback and suggestions.

More information on the suggested changes is available though CEC's Fax on Demand service, 703/264-9420. ■

TAKE IT FOR granted

Student-Initiated Research in the Education of Individuals with Disabilities—To advance the knowledge and practice of professionals, parents, and others providing early intervention, special education, and related services for individuals with disabilities. Deadline: February 2, 1997. Eligibility: State and local education agencies, higher education institutions, and other public and nonprofit private organizations. Contact: Claudette Carey, 202/205-8106.

Personnel and Parent Training and Information Centers—To increase the quantity and quality of personnel available to serve children with disabilities and enable parents to work with professionals in meeting the needs of children with disabilities. Deadline: November 25, 1996. Eligibility: Higher education institutions and qualified nonprofit centers. Contact: Ernestine Jefferson, 202/205-8761.

Field-Initiated Research in Education of Individuals with Disabilities—To improve the knowledge and practice of professionals, parents, and others providing early intervention, special education, and related services for individuals with disabilities. Deadline: November 25, 1996. Eligibility: State and local education agencies, higher education institutions, and other public and nonprofit private organizations. Contact: Claudette Carey, 202/205-8106.

Alternatives to Results Assessment for Children with Disabilities: For systematic programs of applied research focusing on one or more issues related to assessment, results-based accountability, or both, for students with disabilities. Deadline: December 6, 1996. Eligibility: State and local education institutions and other public and nonprofit private organizations. Contact: Claudette Carey, 202/205-8106.

Research on Education, Policy, and Practice: The National Science Foundation is inviting applications for research in implementing innovative strategies for K-12 education in science, math, engineering, and technology. Eligibility: Local school systems, community-based organizations, and small research teams. Deadline: March 15, 1997, for preliminary proposals. June 1, 1997 for full proposals. Contact: Larry Suter, 703/306-1656.

Helping Parents Deal with the Fact That Their Child Has a Disability

BY BILL HEALEY

Being told that your child has a disability can be as traumatizing as learning of a family member's sudden death. Many parents are stunned by such news. Receiving such a message can produce overwhelming emotions of shock, disbelief, anxiety, fear, and despair. Within that moment, research has shown that some parents cannot distinguish between the unconscious wish for an idealized normal child from an unthinkable, sudden reality of one who is not.

For some parents, just trying to comprehend the disparity between their desires for their child and the disability that exists compounds their emotional and intellectual efforts to adjust to the situation. They may feel grief, depression, or shame. Some may also ask questions of "why me" and conclude that they are being punished for sins or bad acts of the past. Depending on the severity of the disability and the magnitude of the demand for coping, a few parents may even contemplate death for the child or themselves. These thoughts represent an all-encompassing need to achieve inner peace.

The Grieving Process

Teachers and personnel in related disciplines need to know about the stages through which parents often pass when coping with the fact that their child has a disability. These same professionals also need to be available to help guide parents through the usual stages of adjustment toward reasonable acceptance of their child's condition and their fate.

Until parents who are having difficulty accepting their child's disability can cope with their own pain and frustrations, their full energies generally cannot be directed toward understanding the child's disability, level of development, readiness for instruction, or participation in the intervention process.

Stages of Adjustment

The first point of providing support for parents should be during a period of uncertain diagnosis, which can engender confusion or bewilderment. Following the rendering of a specific diagnosis, such as autism or a less definitive determination like pervasive developmental disorder, the parents' typical stages of adjustment are as follows:

- **Stage One**—The parent may be shocked, and he or she may cry or become dejected. Sometimes parents may express their feelings through physical outbursts or, occasionally, inappropriate laughter.
- **Stage Two**—This is an extension of stage one, and some parents may deny their child's disability or try to avoid that reality in some other way. Some parents will search for or try to propose various actions in an attempt to change the reality. Some may "shop for a cure" or try to bargain for a different reality.
- **Stage Three**—At this stage, parents may feel anger. They may demonstrate their anger outwardly, in the form of rage, or become withdrawn and passive from intense feelings of guilt. Verbally attacking anyone who might be blamed for their unfortunate circumstance, including displacement of responsibility onto the original diagnostician or any supportive professionals, is common. If the parents are feeling angry, guilty, or both, professionals must understand this stage is a very positive point to reach in the process of adjustment and not become defensive if attacked.
- **Stage Four**—Parents become resigned to the fact that their child has a disability. In some situations, one or more of the family may slip into depression. Feelings of shame, guilt, hopelessness, and anxiety stemming from a new overwhelming burden of responsibility can become intense.

For a few parents, retreating, accompanied by an attempt to hide the child, especially from friends and persons during organized or routine social encounters may be the first sign that they have begun to accept the fact their child has a disability. However, any inclination toward or demonstration of behavior that results in abnormal isolation of one or any family members must be prevented or eliminated.

- **Stage Five**—This is the stage of acceptance, meaning the parents have achieved an unconditional positive regard for the child. Specialists debate whether or not this stage of adjustment

Tips for Helping Parents Accept Their Child's Disability

Relay a diagnosis with compassion and an appropriate degree of hope for the child and parents. Research findings show that the manner in which a diagnosis is explained to parents can have a profound and prolonged effect on the parent's attitudes toward their child and professionals.

Ask parents how much and what types of communication they find helpful and build rapport with honesty and caring.

Encourage parents to ask questions and express their emotions.

Know the resources available to assist the child and parents.

Try to determine each time you communicate with the parents their level of adjustment and assess what they have been able to internalize and understand regarding what you have discussed.

Reinforce the practice of parent participation in helping their child learn and develop.

Readily admit to unknowns and seek answers to parents' inquiries.

Understand and accept parental ascendance through the stages of adjustment as being a normal process and support them. However, adjustment can speed the process of achieving acceptance. It can, in turn, provide educators and related personnel with a majority of knowledgeable and supportive parents to assist them in the demanding tasks of reasonably meeting all children's needs.

includes parents who show only acceptance of their child's condition, commonly called neutrality, or a very important new stage of cognition when parents not only begin to understand and appreciate their child but strengthen their skills in coping with life's trials as well as being able to help their child, themselves, and others. Reaching this stage is highly correlated with the school inviting parents to become team members in a program with caring professionals, and often paraprofessionals, that is designed to meet all of the child's needs.

Stage Six—Parents are able to put their lives back together and enjoy living, imagine a future, and talk of their child free of undue emotion. They can discuss and participate in designing or providing instruction objectively.

The School's Responsibility to Parents

Because schools accept students with disabilities, they have a responsibility to provide support or see that appropriate support is available to parents as they pass through these various stages. The school may provide parent-to-parent support groups, which are divided by disability and facilitated by school personnel such as a school psychologist, counselor, or teacher. Should a parent need individual counseling, the school should provide a list of counselors with whom the parent could meet.

Reaching Acceptance

Even after parents find acceptable ways to cope with their child and their lives by following a healthy path beyond acceptance of their child's disability, other complications can cause set-backs in adjustment, such as unanticipated experiences of being socially rebuffed by friends and strangers or being treated inappropriately by poorly informed educators.

Such repeated negative experiences only aggravate the difficult process of remaining in the highest stage of adjustment. Parents, like professionals, readily perceive the inhumanity of persons who show little or no understanding or caring toward persons with disabilities or their caretakers. Peoples' actions, more frequently than events, cause parents, and the child, to regress into states of anger, frustration, or other earlier stages of feelings and behaviors.

Most parents need assistance to progress positively and without debilitating delay through the stages of adjustment. Their progress toward a level of reasonable acceptance, closure, and reconstruction includes an accurate understanding of reality, at least as they reach the usual and customary benchmarks in their child's development.

Professionals can help parents achieve a balance between their hopes and reality. For example, no need exists to engage in speculation about what a 4-year-old child will be able to do when s/he has reached the age of 21. While most parents want and have a need for professionals to be truthful as a prerequisite to being recognized as trustworthy persons with credibility, they do not need information that is bleak and replete with dismal prognosis.

The majority of parents will come to understand the realities and implications regarding their child's achievement as the various stages of development are reached and passed. This, especially, is true if parents believe that educators put the child's needs foremost in designing appropriate educational and related services.

Not every parent may experience these stages of grief, suffering, and acceptance. However, as professionals, we need to be prepared to help parents work through these stages if needed. ■

William C. Healey, Chair of the Department of Special Education at the University of Nevada, Las Vegas, has worked with many parent support groups of children with disabilities. He is a member of CEC Chapter #406.

Appreciation is extended to Ms. Courtney Kulik for assistance in compiling data for this article.

EXTRA credit

Apollo 11 Study Guide—The Family Channel is offering teachers a free study guide to accompany its presentation of the movie, *Apollo 11*, which is based on man's first walk on the moon. To order the guides, send requests on school letterhead to: The Family Channel, CIC Department, P.O. Box 2050, Virginia Beach, VA 23450-2050. Guides can be downloaded from The Family Channel's Internet site: www.famfun.com.

LD OnLine—On Friday, October 25, WETA launched LD On-Line, a nationwide internet service for parents, teachers, and children with learning disabilities. The service provides information about what works and where to find help and showcases the work of children with learning disabilities. Address: http://www.weta.org, or for more information, call 703/998-3293.

Discovery Channel Educator Guide—*Discovery Networks Educator Guide* includes a schedule of Discovery Channel and Learning Channel programs, free teacher-created resources, and information about free national training seminars for teachers. Cost: free. Contact: 800/321-1832.

CEC honor roll

Don Deshler of the Center for Research on Learning at the University of Kansas and member of CEC's Arizona Federation, has been selected to be this year's Distinguished Lecturer for the International Council for Learning Disabilities.

George T.L. Holt, Education Specialist at the Minnesota Department of Children, Families and Learning and DISES Secretary/Treasurer, was selected as the elementary school principal for the **Mounds Park All Nations Magnet School**, which welcomes students of every ethnic background and emphasizes the understanding of cultures.

It's Okay to Want to Move Into Administration

BY GERALD J. HIME

I began my career in special education as a high school teacher of the educable mentally retarded, EMR as they were designated in those days. This was in the pre-PL 94-142 era and the array of programs and services were not comparable to what's mandated and available today. However, my classroom was located in the same area as the regular classrooms so the students had full opportunity to interact with their nondisabled peers. I found that my role as a special education teacher also included being the public relations agent in order to have my students included in the regular instructional program.

I found preparing my young charges for entry into the adult world to be a challenge. It was also rewarding, especially when I saw my students doing well in their off-campus work experience placements and training programs that led to employment following graduation.

When the first classes for the learning disabled opened in the school district, I transferred to a junior high school class; several years later I accepted a position at a special center for the trainable mentally retarded.

In each of these assignments the site principal was very supportive and instrumental in the success of my programs. Likewise, the support of the district-level administration was a key element in providing appropriate and adequate services to my students. These administrators supported "Jerry's Kids."

Crossing the Line into Administration

Throughout these formative years of my career, I realized the success of my programs depended on the administration's support. With their backing, I was able to implement programs that allowed my students to interact with their general education peers and to prepare them academically and socially for the real world.

Later in my career, I had the opportunity to serve as summer school principal at the special center—and effect changes that impacted students beyond my classroom. At that time, special education was undergoing significant changes in the states, as well as in the federal government. (PL 94-142 was about to be implemented.) I realized that if I wanted to have a broader impact on the lives of children and youth with disabilities in our educational system, I needed to be in a position where I was a "decision-maker" rather than a "decision-implementor."

I accepted an administrative position as an assistant principal of special education programs. I crossed the line from "teacher rep" to "administrator;" from "labor" to "management."

Why Be an Administrator?

The motivation to become an administrator should be based upon a desire to provide services to all students. Although I enjoyed my experiences as a classroom teacher, I felt by accepting an administrative assignment I could have more of an impact on a wider array of students.

For example, as an administrator, I could help effect school- or district-wide change in special education policy. I could help empower teachers to try new things and serve as their front-line of support. As a former special education teacher, I knew what things make a real difference in the education of students with exceptionalities, as well as what special education teachers need to be more effective in the classroom—such as smaller class size and adequate resources. I could lobby for special educators and their students with other directors and be able to back up my requests with personal experiences and research.

Special education teachers and their students need special education administrators who know about special education. As part of a post-graduate student program, I surveyed special education administrators. Two-thirds of the respondents had no experience in special education prior to their assignments as special education administrators. Needless to say, this alarmed me, and it further motivated me to continue in my role as administrator. I felt it was my personal challenge to be the advocate for the students who required special education programs and services.

I also realized that part of my responsibility was to encourage special education personnel to enter the administrative arena. Yes, it's okay to be an administrator; you don't really have to become a member of the enemy camp.

Find Your Role in Special Education

There are different levels from which people can effect change. As special educators we must all determine at which level we can be most effective. We all have our roles to fulfill, whether it be the classroom teacher, the instructional assistant, the director of special education, or the student/parent advocate. The ultimate goal is student success. This is based upon individual expectations and accomplishments.

The transition into administration can take different routes for different people. The impact and effectiveness of each individual frequently is based on their individual experiences. I can't help but think about my friend Joe Ovick who recently served as chair of the Advocacy and Governmental Relations Committee (AGRC). Joe began his career in special education as an instructional assistant in a class for students with mental retardation. He was recently appointed Superintendent of the Contra Costa County Office of Education. His responsibilities include supervising a wide array of services to all students, with and without disabilities. In his new role, Joe will speak out for programs that help children succeed and that allow teachers to do their job in a positive environment. Joe is an example of "it's okay to want to be an administrator." ■

Gerald J. Hime, consultant for the Los Angeles County Office of Education, is the 1996-1997 President of CEC. He is a member of Chapter #188.

Multicultural, *from page 9*

Another aid to increasing communication between the school and CLD parents is to have any written materials they need translated into their own language.

Finally, special educators need to understand that some CLD parents have values that are very different from those we teach, said Addison Watanabe, associate professor at San Francisco State University and member of CEC Chapter #1174. For example, many special educators try to help their students learn to advocate for themselves. This contradicts the teachings of parents who believe "Children should be seen and not heard." Or, a female special educator may not make much progress with a family that comes from a culture that holds women in little regard.

To cross cultural barriers such as these, special educators must learn about their students' cultures and form bonds with their families based on mutual respect and understanding.

Teacher Preparation

Some education experts are concerned that our special education workforce is not prepared to work with students from diverse cultures. Currently, EuroAmerican teachers are primarily trained by EuroAmerican teacher educators who have not had the academic exposure or experiential background to gain cultural sensitivity or cross cultural competence, according to Norma Ewing, professor at Southern Illinois University-Carbondale and member of CEC Chapter #578.

Aspiring and current teachers need to attend cultural events and activities to learn about the culture of the majority of their CLD students. These activities will give instructors valuable insights into their students, as well as their own cultural beliefs, she said.

In addition, teachers need to learn about instructional techniques that are more effective with students of diverse cultures—and positively impact all students. For example, students of many minority cultures learn better using cooperative group learning or peer tutoring activities than by participating in learning activities that stress competition.

Teachers can also more easily implement effective behavior management strategies if they are aware of cultural behavior values and norms. For instance, for some cultures such as the American Indian or African American, time—and tardiness—is a totally different concept than it is in the EuroAmerican culture.

"We must get to the point where we value differences," said Ewing. "Teachers must see that color does make a difference in a positive kind of way. You see students are different and understand the importance of that when you are developing instructional methods."

You can learn more about these topics and others concerning multicultural education at CEC DDEL's 1997 Symposium on Culturally and Linguistically Diverse Exceptional Learners: Enriching the Tapestry, January 8-10, 1997, in New Orleans, LA. To register or for more information, call 800-224-6830. ■

Report, *from page 5*

sources of professional development for all teachers.

- Fix teacher recruitment and put qualified teachers in every classroom—States should increase the ability of low-wealth districts to pay for qualified teachers and insist that districts hire only qualified teachers. Barriers to teacher mobility should be eliminated through teacher licensure or accreditation that is recognized in every state. And, school districts should aggressively recruit high-need teachers and provide incentives for teaching in shortage areas.
- Encourage and reward teacher knowledge and skill—A career continuum for teaching linked to assessments and compensation systems that reward knowledge and skill should be developed, and every state should set goals and incentives for teachers to become National Board Certified.
- Create schools that are organized for student and teacher success—School districts should flatten hierarchies and invest more of their resources in teachers and technology. Challenge grants should be given to schools for teacher learning, and principals should be selected who understand teaching and learning.

CEC Initiatives That Support the Recommendations

CEC is proud to report that it has already begun implementing many of the commission's recommendations. In 1989, CEC began developing standards for certification and accreditation of special education teachers and teacher preparation programs. CEC's certification standards, which define what beginning special educators must know to teach, includes CEC's Common Core of Knowledge and Skills, as well as specific knowledge and skills for different areas of specialization. CEC's standards also recommend a 1-year mentorship for beginning special education teachers.

After the adoption of those standards in 1995, CEC began promoting state and provincial alignment of its standards. Currently, a number of states are assessing their standards in accordance to CEC's.

In addition, CEC is working with NCATE to accredit schools of special education. For the past 10 years, CEC, as part of NCATE, has approved more than 220 special education programs in colleges and universities that meet its accreditation standards. In 1995, CEC revised its accreditation guidelines to be consistent with its certification standards. Thus, in the future, graduates of CEC-approved special education professional preparation programs should be qualified to practice in any state using CEC's standards.

Currently, CEC is developing standards for special education administrators and paraeducators.

CEC looks forward to helping states and school districts implement the changes the commission recommended, as well as advancing our own initiatives to enhance the status and working conditions of special educators.

Copies of CEC's standards, What Every Special Educator Must Know: The International Standards for the Preparation and Certification of Special Educators, second edition, *are available from CEC, $10 for members, $14.30 for nonmembers. To order, call 800-CEC-READ. A list of CEC/NCATE accredited schools is available through Facts by FAX, 703/264-9420 or on CEC's web site, http://cec.sped.org.* ■

CALENDAR OF CEC *events*

november

November 6-8, 1996
Arkansas CEC Federation Conference. Hilton Hotel, Hot Springs, AR. Contact Rebecca O'Donell, 501/354-2269.

November 6-9, 1996
19th Annual TED Conference, "Capitol Speculations." Hyatt Regency on Capitol Hill, Washington, DC. Contact: Mark Goor 703/993-3140.

November 7-8, 1996
Arkansas CEC Federation Fall Conference, "You Can Make a Difference." Hot Springs Convention Center. Contact Nancy Early, 501/367-9877.

November 7-8, 1996
CEC Professional Development Series. Nashville, TN. Contact: CEC Headquarters 800/224-6830.

November 7-8, 1996
Pennsylvania Federation 37th Annual Convention, "Putting the Magic of Learning to Work." Hershey-Harrisburg Holiday Inn, Grantville, PA. Contact: Kimberly Bright, 717/564-4632.

November 7-9, 1996
Illinois Council for Exceptional Children. "Excellence: Building on Tradition." Arlington Park Hilton, Arlington Heights, IL. Contact: Robert Abbott, 847/578-0949.

November 7-9, 1996
New York State CEC Federation. "Best Practices in Special Education: Getting Results." Desmond Americana, Albany, NY. Contact: Thomas Kelsh, 518/377-8718.

November 7-9, 1996
40th Annual Ontario Provincial Conference. Sheraton Parkway Toronto, North Hotel, Richmond Hill, ON. Contact: Barbara Rowe, 416/223-6164.

November 8, 1996
Co-sponsored by CCBD. West Coast Special Education Conference: "Developing Parent and Professional Partnerships." Anaheim, CA. Contact: Kim Laschober, 909/880-5977.

November 8-9, 1996
Georgia Federation Fall Conference. Columbus Hilton and Ironworks Convention Center, Columbus, GA. Contact: Gale Chance, 334/756-9480.

November 14-16, 1996
Ohio Federation CEC Fall Conference, "Teaching Today Reaching Tomorrow." Cincinnati, OH, The Omni Netherland Hotel. Contact: Ralph Shibley, 614/268-1080.

November 18, 1996
Massachusetts CEC Federation, "Linkages: Transition: Teaming, Technology." Newton Marriott Hotel. Contact: Terry Fuller, 617/729-3615.

November 21-23, 1996
CASE International Conference on Public Policy in Special Education. Disney Yacht and Beach Club Resorts, Orlando, FL. Contact: Jo Thomason, CASE, 505/243-7622.

december

December 5-6, 1996
CEC Institute II: Essentials of an Inclusive School: Curriculum, Collaboration, and Instruction. Albuquerque, NM. Contact: Brian Carroll, 800/224-6830.

December 8-11, 1996
1996 Annual International Division for Early Childhood Conference on Children with Special Needs and Their Families. Hyatt Regency at Civic Plaza, Phoenix, AZ. Contact: DEC International Conference 1996. Contact: 410/269-6801.

january

January 9-10, 1997
CEC/DDEL 1997 Multicultural Symposium, "Enriching the Tapestry Of Cultural and Linguistic Diversity." New Orleans, LA. Contact: CEC, 800/486-5773.

february

February 4-5, 1997
North Dakota CEC Federation Conference. Fargo Holiday Inn, Fargo, ND. Contact: Brenda Jordan, 701/241-4877.

February 7-8, 1997
South Carolina CEC Federation Conference. Hilton Resort, Hilton Head, SC. Contact: Darlene Stowe, 803/398-5130.

February 1997
CASE Institute, Clearwater Beach, FL. Contact: Jo Thomason, 505/243-7622.

February 13-15, 1997
1997 TAM/California CEC Federation Conference, "Special Education Technology for the Next Century." Silicon Valley, CA. Contact: J. Emmett Gardner, 405/325-1533.

February 20-22, 1997
Indiana CEC Federation Conference, "We Accept the Challenge." Indianapolis, IN, Radisson Hotel. Contact: Olivia Parker 219/938-4624.

THE COUNCIL FOR EXCEPTIONAL CHILDREN
1920 Association Drive
Reston, VA 20191-1589

NONPROFIT
ORGANIZATION
U.S. POSTAGE
PAID
RICHMOND, VA
PERMIT NO. 930

Celebrate CEC's 75th Anniversary in Salt Lake City!

CEC today

EXCLUSIVELY FOR MEMBERS OF THE COUNCIL FOR EXCEPTIONAL CHILDREN

VOL. 3 NO. 6
DECEMBER 1996

Crises in the Classroom

Special educators often offer solace and advice to their students in crisis.

One million teenage girls get pregnant each year. Approximately 3 million thefts and violent crimes occur on or near school campuses every year—nearly 16,000 incidents per school day or one incident every 6 seconds. About 1,000 teens attempt suicide each day. One urban high school experienced 55 gang-related shootings and 17 deaths in a year.

In today's turbulent climate, more of our students will experience crisis than ever before, and as educators we are called upon to help them through these difficult times in their lives.

Special education teachers often play a crucial role with their students who are in crisis. Some students with special needs may be particularly at risk when they experience crisis, and special educators need to know how to help them get the support they need, as well as how to work with them in the classroom. Because of the close ties special education teachers often develop with their students, the special educator may be a student's first confidant when crisis hits. As a result, the special educator needs to know how to help her or his students educationally *and* emotionally and, if necessary, get additional support.

Though most special educators have received little or no formal training in working with students in crisis, many have developed communication and problem-solving skills that help their students cope with difficult times.

However, teachers can only go so far. For schools to effectively help their students in crisis, they must have a crisis action plan that addresses a continuum of situations, from personal issues such as divorce or death to disasters such as fires and earthquakes. They also need crisis intervention teams that can respond immediately to different situations. The most effective plans include community agencies as well as school resources to provide services for students.

Special Education Students At-Risk

Some students with special needs, particularly those with learning disabilities or emotional disturbance, are at-risk during crises. These students, who may have difficulty knowing how to get what they need under normal circumstances, may struggle more than others when dealing with crisis, according to Gail Bornfield, professor at Minot State University and former psychologist. Likewise, students who do not have a good sense of logic and consequences or who do not read social clues well will suffer more in crisis situations. Such students can feel a loss of control and respond to the situation from a totally emotional base rather than a rational or intellectual model.

Continues on page 9

U.S. Courts Affirm the Need for a Full Continuum of Services

While the percentage of students with disabilities placed in inclusive classes continues to rise, the trend in court cases over the past few years has also been to reaffirm the need for a continuum of placements in order to assure a free appropriate public education (FAPE).

Historically, in writing regulations for upholding the Individuals with Disabilities Education Act (IDEA), the phrase "least restrictive environment" (LRE) was coined to describe placements that meet the statutory requirement for children with disabilities to be "educated with children who are not disabled" to the "maximum extent possible." Popular terms for efforts to comply with least restrictive environment principles include mainstreaming, inclusion, and integration. The regulations require that placement be based upon the student's

Continues on page 4

inside

Yes I Can! Awards Recognize Students with Disabilities 2

NCATE Approves CEC's' Accreditation Standards 11

Tips for Identifying and Working with Children Who Are Gifted 12

ECW Heightens Awareness of Special Education

Each spring, hundreds of CEC units celebrate Exceptional Children's Week (ECW) to help awaken an understanding of the needs and capabilities of exceptional children and the programs that support them in their communities and states.

The opportunities to develop fun and exciting activities for ECW are limited only by your imagination. Units may organize tours of schools for local officials or invite them to share in activities with students with special needs. Or, CEC units may bring special education to the community by sponsoring exhibits that profile the accomplishments of individuals with disabilities. Other units may sponsor parties for students with exceptionalities or take them swimming or skating. During ECW, units also honor indivi- duals or businesses who have helped those with disabilities, or their members speak at local organizations or on local radio or tv shows.

ECW results in far-reaching benefits to students with exceptionalities. It gives community members an opportunity to become directly involved in the advancement of individuals with disabilities. Professionals, parents, students, politicians, and the general public work together to enhance understanding and acceptance of individuals with exceptionalities.

For more information, contact Karen Vermaire Fox, 800/845-6232. Be sure to ask for CEC's newly revised Exceptional Children's Week Handbook. *Available to members only.*

In Memoriam

CEC is saddened to report the passing of a valued member and friend.

Donn E. Brolin's vision of how to translate career education into practice led the field for 20 years, and the curriculum and materials he developed provided the essential life skills needed by all children and youth. National recognition of the importance of school-to-work initiatives has placed his Life Centered Career Education Curriculum in the forefront of valued resources. Brolin died on Oct. 27 in Los Angeles, CA. He will be missed by all.

Yes I Can! Awards Recognize Students with Disabilities

Their names are called; and one by one the students make the trip to the stage, smiling broadly as they receive the applause of friends, family, and educators. For many, this may be the only time these students are rewarded for their special accomplishments, for their disabilities often keep them from earning traditional student awards. But each year at the "Yes, I Can!" awards, CEC and the Foundation for Exceptional Children (FEC) recognizes students whose courage and determination have helped them achieve despite their disabilities.

Established in 1981, the Yes I Can! awards help students with disabilities know that their efforts are appreciated and that they, too, can be recognized for their accomplishments. Each year, 35 students are selected for the international awards, which are presented at a special ceremony and reception at the annual convention. In addition, *all* nominees receive a certificate for their achievements.

"Yes I Can! is one of the most positive, inspirational programs of the Foundation for Exceptional Children," said Ken Collins, executive director of FEC. "These exceptional students remind us why we do the work we do and let us know we can accept no excuses from ourselves or others as to why students with disabilities may not achieve. They prove, over and over, that they can—and will—achieve their dreams."

The Yes I Can! program recognizes students with disabilities and their accomplishments in:

- Academics—Achievement in a particular subject area.
- Arts—Achievement in a particular medium such as music, art, drama, dance, or written expression.
- Athletics (including motor skills)—Achievement in motor skills or a specific activity through events such as intramurals, Special Olympics, or physical education classes.
- Community service—Contributions to the community through activities such as volunteer work, youth work, clean-up campaigns, etc.
- Employment—Achievement through work experience in workshop settings as well as the competitive job market.
- Extracurricular activities—Achievement in organized activities through groups such as Boy/Girl Scouts, church, clubs, or other activities.
- Independent living skills (including self-care skills)—Achievement in mastering activities for daily living such as personal hygiene, cooking, dressing, use of public transportation, etc.

If you know of a student who deserves recognition, nominate them for the Yes I Can! Award. These students bring pride and hope to the entire special education community.

Nominees for the Yes I Can! Award program must be 2-21 years old. Each nominee is eligible in ONE category. Nomination forms must be postmarked no later than January 6, 1997.

For more information, contact Ken Collins, FEC, 703/620-1054, or see CEC's home page, Foundation for Exceptional Children, at http://cec.sped.org. ■

End-of-Year Member Appreciation Sale

In appreciation of our members, CEC is holding a special end-of-year sale on our most popular publications and products. Place your order by January 15, 1997, and take advantage of these special sale prices.

Call 800/CEC-READ (232-7323) and tell the customer service operator you are taking advantage of the "End-of-Year Member Appreciation Sale." It's not too late to use these special offers for holiday gifts, but you must specify "Rush Handling," and you must call today.

Sale Items

Survival Guide for the First-Year Special Education Teacher, Revised
CEC's #1 best seller. The perfect resource to start the New Year off right. Especially good for student teachers or those who are new to teaching students with exceptionalities. (#P335R) Regular Member Price $8.40. Appreciation Special $7.50.

Tough to Reach, Tough to Teach: Students with Behavior Problems
Give yourself or a fellow teacher some "face-saving" strategies to use with those most difficult students. (#P387) Regular Member Price $16.80. Appreciation Special $14.95.

Crossover Children: A Sourcebook for Helping Children Who Are Gifted and Learning Disabled, 2nd Edition.
These children are in every classroom but few teachers know how to help them shine. This sourcebook is full of tips for teachers. (#P5121) Regular Member Price $19.60. Appreciation Special $17.95.

Assess for Success: Handbook on Transition Assessment
This is a book about building visions for the future for students with disabilities. Give this resource to anyone who is involved in the IEP process. (#P5155) Regular Member Price $21.00. Appreciation Special $18.95.

CEC Tote Bag
Natural with navy CEC sunburst logo and navy handles. Lasts for years. An all-time member favorite. (#B844) Regular Member Price $10.00. Appreciation Special $8.95.

CEC Ball Point Pen
Brushed steel pen with CEC logo at the top. Beautifully balanced for perfect writing comfort. A quality gift whenever you want to say "Thank You." (#B807) Regular Member Price $9.50. Appreciation Special $8.55.

CEC Member Tac and CEC Student Member Pin
Members will be proud to wear these attractive tacs and pins to let people know they are members of their professional association. Member Tac (#B820); Student Pin (#B5104) Regular Member Price $7.50. Appreciation Special $5.95.

Mouse Pad "I Make a Difference—I'm a Special Educator"
A great design on a bright yellow pad. Remind someone how special they are with this cheerful mouse pad. (#B5162) Regular Member Price $5.00. Appreciation Special $3.95 (Order early, the supply is limited.)

Water Bottle "I Make a Difference—I'm a Special Educator"
Everyone should have a water bottle. It's hard to get those eight glasses a day in without one. Give this big 32 oz. bottle to all your fellow teachers. The price is right! (#B5165) Regular Member Price $2.00. Appreciation Special $.99. (While they last!)

Make a Difference: Be a Special Educator Bumper Sticker
Surprise your fellow teachers with this little token of recognition. If you don't want to use it on your bumper, how about on your bulletin board, mirror, or office door. (#B5172) Regular Member Price $1.00. Appreciation Special $.55. (These will go fast!)

CEC accepts VISA, MasterCard, and Discover. Shipping and handling are separate. ■

inside

DECEMBER 1996 VOL. 3 NO. 6

CEC Today is published by
The Council for Exceptional Children, 1920 Association Drive, Reston, VA 20191-1589
Telephone 703/620-3660, TTY 703/264-9446,
lyndav@cec.sped.org.

CEC Today is not copyrighted. Members are encouraged to copy and disseminate information in this publication.

CEC President: Gerald L. Hime

Executive Director: Nancy D. Safer

Editor: Lynda C. Voyles

Contributing Editors: Jacki Bootel, Department of Public Policy; Jean Boston, Publications and Professional Standards; Jane Burnette, Grants and Contracts; Brian Carroll, Professional Development; Grace Zamora Duran, Membership; Karen Vermaire Fox, Student CEC; Susan Simmons, Membership; Shelia Mingo, Ethnic and Multicultural Concerns

Crises in the Classroom *1*
U.S. Courts Affirm the Need for a Full Continuum of Services *1*
Yes I Can! Awards Recognize Students with Disabilities *2*
Member Benefits *3*
Advocacy in Action *4*
Student CEC Spotlight *6*
Multicultural *7*
Division Focus *8*
Professional Advancement *10*
Member to Member *12*
Speaking Out *14*
The Place for the Holidays Is Not in Our Schools
Classified Ads *15*
Calendar of Events *16*

Advocacy in Action

CEC Gears Up to Work with the New Congress

Now that the campaign rhetoric is over, CEC is gearing up to work with the 105th Congress and the President. With the push to make education a focal issue in the campaign, we look forward to seeing advances in educational policy developed in the next 2-4 years, as well as continued support for special education and other education programs.

Though Congress has not established its committees or their membership, it seems likely that much of the leadership for education and budget issues will remain constant. Hopefully, that will give the disability community a head start in the pending reauthorization of the Individuals with Disabilities Education Act (IDEA). The bipartisan support IDEA has traditionally received will continue to work in our favor.

"With the continuation in the administration and in the Congress, we would be very hopeful that we would be able to move quickly to achieve reauthorization," said Jo Thomason, executive director for CEC's Council of Administrators of Special Education.

"CEC has every hope that the reauthorization in this Congress will be smooth," added Joseph Ballard, CEC's Director of Public Policy. "In the last Congress, we reached a broad consensus on a number of issues, and now we can focus on areas of disagreement."

Areas of disagreement include issues such as cessation of services, funding, technology, and discipline procedures for student with disabilities.

To help achieve accord, the administration is taking a second look at its IDEA reauthorization bill, said Judy Heumann, Assistant Secretary for Special Education and Rehabilitative Services, and is taking into account the concerns raised during the last Congress as it reviews its proposal. The administation plans to release its proposal in January.

Congressional members, too, have expressed the hope that the work done on IDEA last term will help them reach a consensus on areas of disagreement.

A second possibility is that Congress could pass the IDEA reauthorization without addressing these issues. Most of the controversy occurs in Part B (state grants) of IDEA, which is permanently reauthorized. In this case, Congress would address only Parts C through G (support programs) and Part H (the Infant and Toddler program) in their IDEA deliberations.

It is also possible that IDEA will not be reauthorized in this Congress. Congress has three major education bills scheduled for this term: IDEA, vocational rehabilitation, and higher education. With this heavy workload, one or two of the bills could be postponed.

Special Education Funding

Recently, special education has received support from the administration and Congress. During his campaign, the president stated his desire to continue to increase special education funding, and Congress passed a substantial funding increase for special education (approximately $750 million) at the end of its last term. In addition, the new Senate Majority Leader Trent Lott of Mississippi recently expressed his hope that Congress can do more for special education in the next 2-4 years.

With the support of Congress and the administration, it is hoped that the 1997 appropriations Congress passed in the last session signal its commitment to the federal role in the education of students with disabilities.

"We had huge gains in funding in special education this past year," said Cassandra Rosado, education consultant. "This increases our hope that the 105th Congress will be just as supportive of children with disabilities."

Though some have expressed concern that a balanced budget amendment could threaten special education appropriations, there has been no indication thus far that that should be the case.

This is an excellent time for CEC members to let their representatives know about special education and its many benefits to children with disabilities. For materials or other information you can use when contacting your representative, call 703/264-9437. ■

Courts, *from page 1*

Individualized Education Program (IEP), be as close as possible to the child's home, and be at the same school the child would attend if not disabled unless the IEP requires otherwise.

Setting the Groundwork for Full Inclusion vs. a Continuum of Services

Roncker v. Walker (U.S. 6th Cir., 1983)
Many LRE court cases in the 1980s upheld the need for a continuum of placements, with students being placed in settings other than the general classroom as appropriate. In *Roncker v. Walker*, the Sixth Circuit U.S. Court of Appeals developed what is now called the "feasibility test," which is still considered when courts address LRE questions. The court wrote, "In a case where the segregated facility is considered superior, the court should determine whether the services which make the placement superior could be feasibly provided in a non-segregated setting. If they can, the placement in the segregated school would be inappropriate under the Act."

The court identified four factors that should be considered in making the feasibility determination: educational benefits of mainstreaming, benefits gained from services in a segregated setting that could not otherwise be provided, potential disruption of other students, and cost considerations.

Although the court ruled in favor of a general classroom placement in this case, its decision accorded "the proper respect for the strong preference in favor of mainstreaming while still realizing the possibility that some handicapped children simply must be educated in segregated facilities." Other circuits followed this line of reasoning, resulting in numerous decisions favoring segregated or partially segregated placements.

Favoring Full Inclusion

Daniel R.R. v. State Board of Education (U.S. 5th Cir., 1989)
In 1989, the U.S. Fifth Circuit Court of Appeals, in *Daniel R.R. v. State Board of Education* "decline[d] to adopt the approach that other circuits have taken." It

(Continues on page [illegible])

Courts, *from page 4*

ruled that the Roncker test "necessitates too intrusive an inquiry into the educational policy choices that Congress deliberately left to state and local school officials." The court reasoned that the Sixth Circuit, in *Roncker v. Walker*, placed "too much emphasis on the handicapped student's ability to achieve an educational benefit." The court wrote, "The decision whether to mainstream a child must include an inquiry into whether the student will gain any educational benefit from regular education," but also ruled that nonacademic benefits must be considered. This ruling had profound effects on inclusion. With noneducational benefits of inclusion taken into consideration, a greatly increased proportion of students with disabilities were deemed to be best served in inclusive settings.

Within the context of considering both educational and noneducational benefits; the court devised its two-part test for determining compliance with the LRE requirement. "First, we ask whether education in the regular classroom, with the use of supplemental aids and services, can be achieved satisfactorily for a given child." If the first answer is "no," the second test is "whether the school has mainstreamed the child to the maximum extent appropriate." In considering the first part of the test, the court suggested that decisionmakers consider whether or not the state has sufficiently (a) provided supplementary aids and services, and (b) modified the general education program. Second, the educational and noneducational benefits of mainstreaming should be considered. Third, the effect of the mainstreaming of a student on the education of other students should be considered. The Fifth Circuit did not include the Sixth Circuit's consideration of benefits gained from services in a segregated setting that could not otherwise be provided.

Although the court ruled in the favor of a special education setting in *Daniel R.R.*, the two-part test it established was central to the decisions of the early 1990s that led to a tremendous increase in children with disabilities (including severe and profound disabilities) receiving some or all of their educational program in a regular classroom setting.

Sacramento City Unified School District, Board of Education v. Rachel Holland (U.S. 9th Cir., 1994)
In *Holland*, the U.S. Ninth Circuit Court of Appeals pared down the tests developed in *Daniel R.R.* and other cases to 4 considerations: academic benefits of general education, nonacademic benefits of general education, effects of a student with a disability on other students, and cost of mainstreaming.

In this case, the court found that the district did not provide supplemental aids and services; therefore, the school's recommended placement of a special education classroom for academic subjects and general education classes for nonacademic activities failed to meet their LRE obligation. The court required that Rachel be placed in a general education setting with supplemental aids and services.

Current Trend Maintaining the Continuum of Services

Recently a number of courts have ruled that FAPE was not possible in inclusive settings for certain students. Some of the reasons offered follow:

- A student could not make significant progress toward her educational objectives in a general class because her objectives differed so widely from the objectives of the class (*Kari H. v. Franklin Special School District;* TN Middle District Court, 1995).
- Previous performance could be considered in selecting a special education setting for a student without requiring the child to be mainstreamed. The child's disruptiveness to others was also a factor. (*D.F. v. Western School Corp.*; IN Southern District Court, 1996).
- The fact that a student with profound deafness had developed only "primitive" communication skills in an inclusive setting led the court to require a residential setting in spite of its distance from his home and that such a placement separated the child from his culture. (*Poolaw v. Bishop;* U.S. 9th Cir. Court of Appeals, 1995).
- A student's self-esteem and behavior were negatively affected by mainstreaming, so parents were awarded reimbursement for 2 years of private school tuition and travel costs. (*Fort Zumwalt School District v. MO State Board of Education;* MO Eastern District Court, 1996).

We can anticipate that in 1997, while courts may continue to refine the tests related to placement, overall, the principle of a continuum of settings will be maintained. ■

The Supreme Court of Canada Upholds School's Decision to Place a Student in a Special Education Class

In early October, the Supreme Court of Canada upheld the Brant County Board's placement of a child with disabilities in a special education class. In *Brant County Board of Education vs. Carol Eaton and Clayton Eaton*, the Supreme Court of Canada upheld the lower court decision, which said the individual child's needs are to be considered to determine most appropriate placement from a range of options. The Supreme Court also said that where an exceptional pupil had been placed in a general education class with appropriate modifications and supports and where objective evidence demonstrates that the child's needs are not being met in a general education class, there is no violation of the Human Rights Code or the Charter of Rights and Freedoms in placing the child in a special class.

In *Brant County Board of Education vs. Carol Eaton and Clayton Eaton*, the child's parents appealed the Brant County Board's decision to place their daughter in a special education class. The board had determined that the child's needs had not been met in the general education classes, where she had received instruction in kindergarten and first grade.

As the case advanced through the Canadian court system, only the Ontario Court of Appeal upheld the parents' desire to keep their child in general education classes, stating that it was unconstitutional to allow Boards of Education to force pupils into special classes without the parents' consent.

Proposed Amendment to the Student CEC Constitution

The following motion to change the Student CEC Constitution will be addressed at the 1997 Student CEC Board of Governors meeting. The strike-throughs are sections that will be deleted; the sections in italics will be added to the current language.

We, the undersigned members of the Student Council for Exceptional Children, petition the president of Student CEC, Kristy Perez, to institute all necessary procedures to permit the 1996-97 Student CEC Board of Governors to take action on the recommendation that Student CEC create the position of President Elect.

Constitution of the Student Council for Exceptional Children
ARTICLE V
Elective Bodies

Section 1. Executive Committee.

a. The Executive Committee shall consist of the officers of this organization: namely, President, *President Elect,* Vice President in charge of Committees, Vice President in charge of Programs, Vice President in charge of Communications, each of whom shall be elected annually, and the Canadian Student Liaison as appointed by The Canadian Council for Exceptional Children Executive, who shall serve in an ex-officio advisory capacity.

b. *The terms of office shall be for one year. The President Elect automatically succeeds to the office of President. In this way, a person elected to the position of President Elect serves a total of two successive years on the Executive Committee.*

c. A majority of all Committee members holding office shall constitute a quorum.

Bylaws of the Student Council for Exceptional Children
ARTICLE III
Officers

Section 2. *Powers and Duties of the President Elect. The powers and duties of the President Elect shall be:*

a. To serve as a member of the Student CEC Executive Committee and the Student CEC Board of Governors;

b. To serve in the President's place and with the President's authority in case of that officer's absence or disability;

c. To serve as coordinator of ad hoc committees formed;

d. To oversee the implementation of the Student CEC Action Plan;

e. To oversee the recruitment and retention of student CAN Coordinators and in any other capacity deemed advisable by the Executive Committee.

Section 3. Powers and Duties of the Vice President in charge of Committees. The powers and duties of the Vice President in charge of Committees shall be:

a. To serve as a member of the Student CEC Executive Committee and the Student CEC Board of Governors;

b. ~~To serve in the President's place and with the President's authority in case of that officer's absence or disability~~;

~~c.~~ To serve as coordinator of standing committees formed;

~~d. To serve as coordinator of ad hoc committees formed;~~

~~e.~~c. To serve as chair of the Steering Committee and in any other capacity deemed advisable by the Executive Committee.

~~Section 3.~~ *Section 4.* Powers and Duties of the Vice President in charge of Programs.

~~Section 4. Powers and Duties of the Vice President in charge of Communications.~~

Section 5. *Powers and Duties of the Vice President in charge of Communications.*

Section 6. Powers and Duties of the Canadian Student Liaison.

~~Section 6.~~

Section 7. Succession. ~~When a vacancy in the office of President shall occur, the line of succession of the office shall be: a.) Vice President in charge of Committees; b.) Vice President in charge of Programs; c.) Vice President in charge of Communications.~~

a. The President Elect shall succeed to the office of President as soon as a vacancy occurs. If such a vacancy occurs prior to the term for which s/he was elected, the President Elect shall fill both the unexpired term to which s/he succeeded and the term for which s/he was elected.

b. When a vacancy occurs in the office of President Elect, the Vice President in charge of Committees will serve as the Interim President Elect for the remainder of the term. During the next election, the offices of President Elect and Student CEC President shall be filled.

c. When a vacancy occurs in the office of Vice President in charge of Committees, Vice President in charge of Programs, or Vice President in charge of Communications, the President shall fill the position by appointment with Executive Committee approval. ■

Elaine Hutcheson, VA
Kimberly Garvis, IL
Samantha Sexton, MB
Lisa Modica, ON
Pattianne Harlan, AR

CEC/DDEL 1997 Multicultural Symposium Offers New Insights

"Enriching the Tapestry," the theme of the 1997 Symposium on Culturally and Linguistically Diverse Exceptional Learners, to be held January 8-10, 1997, in New Orleans, LA, represents the need to enhance and strengthen the threads of cultural diversity.

The seminar will address the most compelling and critical issues involving culturally and linguistically diverse (CLD) exceptional learners and give attendees invaluable insights and perspectives, as well as practical tools and solutions.

Dr. Carlos Cortés, an award winning author and professor emeritus at the University of California at Riverside, is the keynote speaker. His presentation, "Tapestry for the Future: Building Strength from Cultural and Linguistic Diversity," will focus on the implications of global diversity and its impact on education and communities. Cortés has lectured throughout the United States and abroad and has appeared on the PBS national television series, "Why in the World?"

"I look forward...to attending the entire conference so that I can be a real participant in this important dialogue," said Cortés.

In addition, ten strand leaders will conduct workshops designed to examine the challenges and concerns affecting CLD exceptional learners in the classroom and offer techniques teachers and support personnel can use to help these students achieve their full potential.

Bridgie Alexis-Ford and Beth Harry are heading the strand on Family/Community/School Collaboration. During the first part of the strand, they will address how principles of effective collaboration are being implemented with culturally diverse populations. Examples of effective collaboration will be illustrated through four models. Special emphasis will be given to the generic model taken from the nationally acclaimed James Comer. Comer's model focuses on the importance and need to "Rally the Whole Village" in order to support the success of children.

The second part of their strand will be dedicated to discussing the challenges of conducting research that effectively and responsibly seeks the collaboration and perspective of diverse families and community members.

Pam Wheeler will lead the strand on Teacher Education and Support Personnel Participation. This strand will focus on training teachers and support personnel to properly evaluate and diagnose whether a CLD student is an exceptional learner.

"We can no longer be satisfied with traditional standardized means of assessing a child's ability," said Wheeler. "We must evaluate the child as a whole, and intellectual ability is only one criteria by which we decide whether a child is an exceptional learner."

Charlene Green will head the strand on Successful Strategies for Urban Education and Settings. This strand's goal is to look at ethnically diverse children and teach adults how to "ask the right questions to ascertain the differences between a troubled child and a child who is troubling," according to Green.

Other strands include Culturally-Affirming Teaching Strategies by Gwendolyn Webb-Johnson and Matty Rodriguez-Walling; Language, Literacy, and Learning byJanice Chavez; Social Skills Development by Brenda Townsend; and Collaborative/Inclusive Practices in Diverse Population Settings by Elva Duran.

The success of our children depends upon the skills and support we provide. Come and participate in this important dialogue. For the tapestry of cultural diversity to be complete, it requires the collective input of all.

For more information or to register, call 800/224-6830. ■

A Special Invitation for You!

The Program Chairs of the 1997 Symposium on Culturally and Linguistically Diverse Exceptional Learners, Elba Maldonado-Colon and James M. Patton, invite you to share the excitement of multicultural education for exceptional learners at CEC/DDEL's upcoming symposium.

Elba Maldonado-Colon

"The 1997 Symposium offers professionals who work with culturally and linguistically diverse exceptional learners a unique opportunity to exchange information with others in the field. Participants will discuss the many different kinds of challenges we face when working with students from diverse cultures, as well as the state regulations we must adhere to. Educators will also learn of new projects that offer promising educational techniques and strategies specifically addressing multicultural education for exceptional learners. Plus, the symposium gives attendees the opportunity to set direction for the future of policy and practice in multicultural education for exceptional learners."

James M. Patton

"The CEC/DDEL symposium opens new doors to understanding cultural differences in the classroom. Attendees will learn more about their own cultures as they delve deeply into the issues and challenges affecting exceptional learners of their own backgrounds; and as attendees cross cultural boundaries, they will learn about diverse groups and how they deal with their concerns and issues. In addition, attendees will network with other leaders in the field. As participants exchange information and ideas, they learn from each other and set the stage to do more work together down the road. But above all, participants will leave with the renewed vigor and empowerment that comes from personal and professional enlightenment. The symposium provides knowledge, fun, and an opportunity for people to get to know and support each other as they advance the education of culturally and linguistically diverse exceptional learners."

Division Focus

CASE

The Council of Administrators of Special Education

At the CASE Board of Directors meeting in St. Louis, members reviewed the work of the 104th Congress regarding students with disabilities, including the reauthorization of the Individuals with Disabilities Education Act (IDEA), the upcoming reauthorization of Section 504, action on welfare reform, and increased appropriations for IDEA. Members also identified areas critical to administrators in future reauthorization activities, including discipline, attorneys' fees, and paperwork.

Nominations for CASE awards and CASE officers are due on January 1, 1997. Contact the CASE office at 505/243-7622 for forms.

The deadline for registration for the CASE Institute on Related Services is January 15, 1997.

CCBD

The Council for Children with Behavioral Disorders

Don't miss the special sessions CCBD is hosting at the Salt Lake City Convention. On Thursday, April 10, 1997, 9:45 am-12 noon, CCBD and CASE will present a joint session, "Discipline: The Debate that Dominates: A Panel of Associations Addresses the Questions." Featured speakers include Maggie McLaughlin and Bill Evans, CCBD; Bruce Hunter, AASA; Diane Shust, NEA; Steve Yurek, NASSP; Beth Bader, AFT; and Dave Kysilko, NASBE.

A special session, "Multicultural Competence: African-American Families," will be held Thursday, April 10, 1997, at 3:45 p.m. CCBD will also co-host a session with TAG on "Reaching Students with E/BD with an Enriching Curriculum." And, don't miss the CCBD Birthday Bash, Thursday, April 10, 2:30-4:45 p.m.

—Join CCBD at its International Forum on "Diversity in the Schools: New Challenges and New Solutions for Students with Problem Behaviors" on February 28, 1997, in North Charleston, SC. For more information, call Lyndal Bullock, 817/565-3583.

CEDS

The Council for Educational Diagnostic Services

CEDS will hold its Annual Topical Conference, "Assessment—The Key for Successful Intervention," in Chicago, IL, on November 12-15, 1997. CEDS invites you to submit a proposal for review and possible inclusion in the program. Assessment, the implications for instruction, and possible interventions will be a priority. Topics include:

- The identification of and intervention with students with ADD(H), emotional/behavioral disorders, and autism.
- Vocational assessment and transition to postsecondary placements.
- Assessment and information gathering techniques appropriate for inclusive students.
- New and reformed standardized assessment instruments.

Deadline for proposals is December 20, 1996. For more information, contact Sandra Latchford: FAX, 506/453-4765, or e-mail, Sandral@unb.ca.

DCDT

The Division on Career Development and Transition

DCDT is accepting nominations and applications for editor of *Career Development for Exceptional Individuals (CDEI)*. The new editor will be appointed for a 3-year term beginning in July 1997. If you are interested or would like to nominate someone else, contact Rick Lombard, 414/472-5813, or e-mail, lombardr@uwwvax.uww.edu.

Send in your nominations for DCDT's annual awards:

- Employer of the Year Award.
- Teacher of the Year Award.
- Marc Gold Award.
- Oliver P. Kolstoe Award.

The deadline for nominations is January 6, 1997. For more information, contact Sharon deFur, 804/225-2702, e-mail, sdefur@pen.k12.va.us.

DCDT invites you to submit a proposal for its Ninth International Conference: "Creating Amazing Transitions," to be held in Scottsdale, AZ, on October 16-18, 1997. Strand topics include assessment for transition; education reform, policy, and systems change; employment; multicultural issues; technology and transition; at-risk populations; elementary, middle and secondary school programs and issues; postsecondary programs and issues; professional preparation; and family, community partnerships and interagency coordination. For more information, contact Ann Marie Cook, 703/818-1267, or e-mail, ACookVTVSN@aol.com.

DEC

The Division for Early Childhood

The Thirteenth Annual DEC Conference, "Crossing Boundaries: Linking Practice and Research," will be held in New Orleans, LA, November 9-13, 1997. Please send your suggestions for speakers, preconference workshops, and conference activities to Mary McLean: FAX, 414/351-7516, or e-mail: 103754.112@compuserve.com.

Mary McLean (103754.112@compuserve.com) and Mary Louise Hemmeter (mlhemm@pop.uky.edu) have issued the Call for Proposals for the conference. Proposals for postconference workshops are due January 15, 1997; proposals for conference and poster sessions are due January 31, 1997.

To get current information on IDEA, welfare reform, and initiatives in health care reform, visit the DEC web page, http://www.soe.uwm.edu/dec/dec.html. Or, send an email to jcsicn@waisman.wisc.edu and ask to be added to the DEC governmental relations mailing list. Information submitted on Canadian parliamentary activity will be forwarded to Canadian list participants.

DLD

The Division for Learning Disabilities

DLD welcomes its newest subdivision in California. Arkansas and Mississippi are also working to form subdivisions. If you are interested in becoming more actively involved in these efforts, contact Susan Simmons at CEC, 800/845-6232, for information.

To ensure DLD meets our member needs and strategic plan, the DLD Board voted to find an executive manager. DLD's executive manager will help insure there is more regular communication with subdivisions and facilitate the transitions that occur as the terms of office for board members begin and end. A subcommittee hopes to make a recommendation to the board in the near future.

DISES

The Division of International Special Education and Services

DISES continues planning for the Special Education World Congress 2000 (SEWC 2000), scheduled to be held immediately prior to the CEC annual convention in Vancouver, British Columbia in April 2000. Prior to SEWC 2000, special educators from throughout the world will submit papers that will be published and reviewed on the Internet, providing the basis for extended discussions at the meeting itself. Further details will be in the DISES Newsletter.

DISES would like you to participate in the Special Education World Congress 2000 by submitting a paper to Cyber Seminars. Visit the SEWC 2000 Cyber Seminar Web Site for more information. You can organize a Cyber Seminar Presentation by submitting a paper with your friends in other countries on the same topic. For more information, contact Aaron Armfield: armfield@unomaha.edu, or Louise Fulton: lfu@wiley.csusb.edu.

DPHD

The Division for Physical and Health Disabilities

DPHD is exploring topics that cut across CEC divisions and welcomes input from other CEC divisions. Issues DPHD is investigating include:

- Quality/quantity of teachers and related service providers.
- The use of paraprofessionals as teachers of students with physical/health disabilities.
- Delegating procedures to inadequately trained persons or without established guidelines.
- Quality of instruction in literacy skills for students with physical impairments.

If you would like to participate, please contact Kathy Heller at kheller@gsu.edu.

The Hospital/Homebound Committee is addressing the changing role of health care and budget cuts that result in reduction of services to children with disabilities. For information, call Joan Hinshaw at 404/315-2596.

The Committee on Severe and Multiple Disabilities is identifying and reviewing issues such as assessment of students with severe communication disorders, parent support, teacher certification, services for teenagers and young adults, support for teachers, and support for students with physical/mental disabilities in inclusive settings. If you would like to join the committee, contact John Venn at 904/646-2990 or jvenn@unf.edu.

Crises, *from page 1*

Some students with learning disabilities are also more susceptible to joining a gang, where they gain a sense of belonging they do not find in the classroom, said Dorothy Gram, an organization facilitator in the Los Angeles schools.

Also, students from diverse backgrounds may suffer more during times of crisis because their poor English skills keep them from expressing their experiences and/or feelings, or they do not have a support group to help them through the crisis.

The Special Educator's Role

The special education teacher's role can become very complex when he or she has students in crisis. The special educator may function as a counselor as well as a teacher during difficult times, and in some areas that do not have extensive resources, may be called upon to act as the mental health professional when no one else is available.

"Many special education folks are so caring and concerned, they are very good at dealing with crises in people's lives," said Eleanor Guetzloe, professor at the University of South Florida at St. Petersburg and member of CEC Chapter #176.

Most special educators agree that crisis in the classroom must be addressed. When a crisis occurs that affects a majority of their students, many special educators reserve class time to talk about the crisis, how it makes everyone feel, and how students can handle it.

"We must set aside class time and process the situation as a class," said Lee Hansen, a Virginia special education teacher and member of CEC Chapter #192. "We must talk about it and hurt together."

If the crisis is a natural disaster such as an earthquake, some educators develop lesson plans to help students understand what has happened. Eleanor Tibbits, retired special education teacher and member of CEC Chapter #29, recommends developing a visual for the students, such as pulling a paper plate from a pile to show what happens when the earth moves.

"Any teacher in disaster preparedness...can develop some simple lessons students with special needs can understand," she said. "These lessons help children understand they are not being picked on, that when the earth moves it isn't because it is mad at you or wants to fight you."

Other teachers develop writing or drawing activities to help students express their feelings about the crisis, or they may have students read a book that deals with a particular issue so the students know they are not alone in their experience.

Addressing a group crisis as a class can be a straightforward decision, but the situation can become more complicated when crisis affects a single individual. Many times, a student will reveal a personal trauma in the middle of class, and the teacher must determine on the spot the most appropriate action to take. He or she must meet the individual student's needs, as well as those of the rest of the class, and safeguard the student's privacy.

Depending on the topic, when a single student brings up an issue in class, many special education teachers will take some time to talk with the student, and possibly, include the class in a discussion of the feelings that arise from the event. Others try to talk to the student alone by assigning the other students individual work, sending the class to another educator so the teacher can talk to the student privately, or meeting with the student at another time.

Special educators also help students who are in crisis by temporarily cutting back on their expectations for the student. They may extend deadlines, give smaller assignments, or make other adjustments in work loads. However, it is important to try to keep the student engaged in school so that he or she is not too distracted by grieving, said Melinda Medina-Levin, resource specialist for the San Diego Unified School District and member of CEC Chapter #95.

Special educators further help their students in crises by being on the look-

Continues on page 15

Your Guide to FREQUENTLY ASKED QUESTIONS ON CEC'S HOME PAGE

The ERIC Clearinghouse on Disabilities and Gifted Education has posted answers to over 60 frequently asked questions (FAQs) on CEC's Home Page: http://cec.sped.org.

The FAQs cover a wide variety of topics concerning the education of children with exceptionalities. Each FAQ includes abstracts from the ERIC database, direct links to Internet resources and Internet listserves, direct links to ERIC digests, and minibibliographies on the topic.

To find the FAQs, go to the home page at http://www.cec.sped.org

Click on Continue.

Click on ERIC Clearinghouse on Disabilities and Gifted Education.

Click on Frequently Asked Questions.

Click on your topic (such as attention deficit disorder or learning disabilities).

For more information, contact the ERIC Clearinghouse on Disabilities and Gifted Education, 800/328-0272.

ERIC on NISC DISC

Can't get to the library to conduct your research? If you have a CD-ROM drive, you can search whenever you want in the comfort of your own home. The NISC DISC CD-ROM provides all the records in the ERIC database via an Archival disc (1966-1979) or Current disc (1980-) at an exceptionally low price. The discs are available by annual subscription (with updates four times a year) for $100 or through single orders for $25! For more information, call the ERIC Processing and Reference Facility at 800/799-ERIC (3742). Sorry, no Macintosh version is available.

Hardware requirements: a PC (386 or greater is recommended); any CD-ROM drive, color or monochrome monitor; 150K RAM available (512K without extended memory).

CEC Institute Gives Educators New Strategies for Collaborative Settings

CEC's fall institute, Essentials of an Inclusive School: Curriculum, Collaboration, and Instruction, gave educators two separate strategies for collaborating with a general educator—working as a consultant or as a member of an instructional team. Following is a short overview of these different collaborative methods.

The Special Educator as a Collaborative Consultant

Special educators can work effectively in inclusive settings by acting as a "collaborative consultant" to the general educator. Collaborative consultation is an interactive process that differs considerably from traditional "expert consultation."

As a consultant, the special educator identifies and focuses on the general educator's needs and generates a foundation that enables both teachers to develop adapted curricula, alternative assessments, etc. As a collaborative consultant, the special educator must recognize the general educator's point of view and identify the supports she or he considers essential. This forms the basis for an effective, reciprocal partnership. Once this partnership is established, the general and special educator can identify goals and develop plans to achieve those goals.

The Special Educator as Part of an Instructional Team

Here, the special educator works as part of an instructional team. Teams can involve educators and support staff such as grade/content/special education teachers, math specialists, speech/hearing therapists, counselors, reading specialists, etc. To collaborate successfully, the team must evaluate itself, establish a common vision, set clear roles and responsibilities for team members, maintain open communication, and evaluate implementation. Also, the team must ensure a "balance" of responsibilities between collaborators to ensure equal investment of time and commitment to outcomes.

Institute participants also addressed curriculum and instruction issues using "big ideas," which help teachers decide which information in the curriculum is the most important and how to best support students with learning difficulties. And, attendees exchanged ideas concerning the best way to manage the social behaviors of students of differing abilities while achieving quality instruction.

Look for future CEC professional development events dealing with inclusive strategies and other issues in upcoming issues of *CEC Today*. For more information, call 800/224-6830. ■

School-to-Work Transition

CEC

Life Centered Career Education
Regional Training

A complete program to help you give your students the skills they need to make the transition from student to adult, from school to work and postsecondary education.

Where:
Asheville, NC
When:
January 16-17, 1997
Tuition:
Members $199
Nonmembers: $249

Call now! Registration is limited. 800/224-6830

NCATE Approves CEC's Accreditation Standards

BY LINDA BLANTON

On October 15, 1996, the Specialty Areas Studies Board of the National Council for the Accreditation of Teacher Education (NCATE) approved CEC's guidelines for preparing special education professionals. As a result, the 40 states that now have partnerships with NCATE will have to align their state standards for preparing special education professionals with CEC's.

Eleven of those states (AR, CT, DE, IL, MD, MS, RI, SC, VA, WA, and WV) will require colleges and universities to submit their special education professional preparation programs to CEC for approval in order to retain state accreditation. In the remaining non-NCATE partnership states, colleges and universities seeking NCATE accreditation will also have to seek CEC approval of their special education programs by demonstrating that they meet the standards.

By including CEC's Knowledge and Skills for Beginning Special Education Teachers within the CEC/NCATE standards for program approval, CEC has merged certification standards with accreditation standards and set the stage for special education teachers graduating from CEC/NCATE approved institutions to teach throughout the United States and Canada.

For further information on the CEC standards, the accreditation process, or related assistance, contact CEC's Publications and Professional Standards unit at 703/264-9408 or cec.pro@cec.sped.org. The Common Core of Knowledge and Skills are posted on CEC's Web Page, http://cec.sped.org. Click on Professional Standards.

Other Highlights of the NCATE All Boards Meeting

In addition to approving CEC's Standards, the members of the NCATE All Boards Meeting reported the following information:

- The Council of Chief State School Officers' Interstate New Teacher Assessment and Support Consortium is developing performance standards for teacher licensure. The National Board for Professional Teaching Standards is developing certification standards for highly achieving teachers. Some states are developing models for performance-based licensing.
- Forty-eight states have entered into partnership agreements with NCATE. Because these agreements can differ from state to state, the State Partnership Board passed the Conditions and Procedures for State/NCATE Partnerships, a set of guidelines for NCATE's State Partnership Program. ■

CEC Subcontract on New Early Childhood Research Institute

CEC and the University of Illinois at Champaign-Urbana worked together to win OSEP funding for a new Culturally and Linguistically Appropriate Services Research Institute (CLAS). The institute, headed by Susan Fowler at the University of Illinois, will collect and disseminate materials and practices developed for culturally and linguistically diverse families and children and develop new materials to ensure that effective early intervention practices are available and accessible. CLAS will use the Division of Early Childhood's 14 recommended practices as its framework.

As subcontractor, CEC will acquire materials, develop a database, and disseminate materials through The ERIC Clearinghouse on Disabilities and Gifted Education. The ERIC Clearinghouse on Disabilities and Gifted Education will work in conjunction with the ERIC Clearinghouse on Elementary and Early Childhood Education and a team of researchers from the University of Illinois and the University of Wisconsin at Milwaukee. ■

CEC's TTY Numbers

CEC members with hearing impairments can reach us on the following numbers:

CEC main switchboard, 703-264-9446.

ERIC Clearinghouse on Disabilities and Gifted Education, 703-264-9449.*

National Clearinghouse for Professions in Special Education, 703-264-9480.

* There is a 5-10 second delay before conversation can begin on this number.

TAKE IT FOR *granted*

Minority Teachers Foundation—The Rockefeller Brothers Fund supports projects that focus on increasing the number and quality of minority teachers and improving early childhood education training programs. Deadline: None. Eligibility: School districts, higher education institutions. Contact: Rockefeller Brothers Fund, 212/373-4200.

AT&T Technology Support—The AT&T Foundation's Learning Network initiative supports projects that demonstrate effective and innovative uses of technology in supporting schools, families, and communities. The initiative also supports professional development projects that design, implement, and evaluate technology-based professional development programs and use technology to help educators communicate with each other and among organizations. Deadline: None. Eligibility: Public and private elementary and secondary schools, as well as higher education institutions and education nonprofit organizations. For more information, call 212/841-4607.

Coca-Cola Foundation—The Coca-Cola Foundation supports partnerships of K-12 school districts and higher education institutions with projects aimed at students of diverse cultures, teacher-staff training, the arts, environmental education, and global education. Deadline: None. Eligibility: Partnerships of K-12 schools and higher education institutions. Contact: Coca-Cola Foundation, P.O. Drawer 1734, Atlanta, GA 30301, 404/676-2568.

Tips for Identifying and Working with Children Who Are Gifted

BY SANDRA BERGER

Despite the diversity of gifted children, they share some common traits that teachers and parents can use as clues. They are intensely curious, thrive on solving problems, and are eager to learn, although their eagerness may not extend to typical school activities. Their advanced intellectual characteristics include abstract thinking and the ability to conceptualize, analyze, and elaborate.

Children who are gifted are keenly observant, absorb information, and generate unique products at an early age. When interested in a topic, they may be intensely focused. Gifted children need to acknowledge and satisfy their desire to understand, pursue their interests through meaningful activities, and get along with others.

The Gifted Child's Needs

During the early years, gifted children fix their images of themselves as learners. They need teachers who understand their unique learning characteristics. The processes learned and the attitudes developed can provide sustenance for a life-long love of learning.

A common problem for young gifted children is that their minds move faster than their pencils. Their intellectual development far exceeds their fine motor coordination. Some gifted children approach a topic so broadly that they exceed their ability to anticipate the steps necessary to complete the task they have chosen. They can imagine the finished building design, but they don't know how to get the materials they need. They can visualize the puppet show being performed, but they don't know the names of the materials they need to create the puppets. They may need help to visualize their tasks in small steps that can be managed easily.

The disparity between intellectual maturity and social, emotional, and physical development may present additional problems for gifted youngsters, their parents, and teachers. These children often see things from a point of view that age-mates may not share. They may be interested in topics that don't interest others. Choosing mental age friends is one solution, but scheduling and social relationships become complex when a 7-year-old wants to join a high school astronomy group. Participating in organized sports may be difficult because physical coordination doesn't match that of friends. On the other hand, the gifted youngster may be extraordinarily coordinated and become proficient at many sports. These young people have diverse interests and need to try many different activities.

Some gifted children require time alone. They may be unusually intense, enjoy solitary activities, and need incubation time to absorb ideas and experiences.

Gifted children need an active learning process that uses inquiry, discovery, and complex problem-solving skills. They prefer working on authentic problems that require high level thinking, formulating hypotheses, and collecting data. The simplest story can be made more interesting by asking "what would happen if ...?" or "how might...?" By consistently using an inquiry approach to learning, encouraging children to brainstorm, and avoiding premature closure, children develop a growing wonder and satisfaction.

How Parents and Teachers Can Help

- Gifted children thrive in a nonauthoritarian, flexible, questioning atmosphere.
- Gifted children need an appropriate instructional program and a peer group that not only accepts giftedness as "normal," but also encourages the development of unusual talents.
- Many gifted children are highly self-critical and sense a pressure to perform. Some adults find it hard to distinguish between pressure and encouragement. Pressure to perform emphasizes achievement, such as winning awards and getting As. Encouragement emphasizes effort, the process used to achieve, and steps taken toward accomplishing a goal.
- Many gifted students generate ideas and elaborate ad nauseam. Provide a safe environment for trying out "wacky" ideas without criticizing.
- Encourage students to use their intellectual ability effectively. Some children are highly systematic and perfectionistic. They may need help clarifying everyday tasks such as finishing homework. Others leap directly from defining a task to an immediate solution. They may need help understanding the steps they followed.
- Gifted youngsters may perceive expectations, even when none are intended. Listen carefully to the child and yourself.
- Although sensitive to perceived slights, gifted children may be less than tolerant of others. Expose students to a wide variety of people and ideas to help them develop tolerance, empathy, understanding, and acceptance of limitations in self and others.
- Gifted children have a million questions; not all of them can or should be answered by adults. Some questions are merely prefaces to their own opinions, and quick answers prevent them from using the parent as a sounding board. Many questions of this nature may be answered with "I'm not sure; what do you think?" or "Where do you think we can look for that information?"
- Encourage students to come up with several solutions to a problem and criteria for choosing the one they like best. Gifted students need a variety of perspectives but often settle on the first solution that comes to mind.
- Parents need to reserve some time to be a family, to have fun together, to be silly, to share daily activities. Like all youngsters, gifted children need to feel connected to people who are consistently supportive. ■

Sandra Berger is CEC's Information Specialist, Gifted Education. She is a member of CEC Chapter #192

CEC Presents a Special Anniversary Commemoration

As part of CEC's 75th anniversary celebration, CEC has commissioned noted sculptor Tom Clark to create a limited-edition figurine commemorating the special bond between special education teachers and their students. The statue, entitled "Teach a Child to Touch a Star," portrays the caring spirit of CEC founder Elizabeth Farrell and that of educators everywhere.

The statue focuses on a simple moment in the teaching experience, a one-on-one situation in which a child stands next to his teacher who has her arm around him—a touch of caring and encouragement. As the child reaches for the starfish in her lap, an expression of wonder crosses his face—once again, a special teacher has taught a child to touch a star and reach for his or her dreams.

Clark, known for his heartwarming portrayals of "common people" has worked closely with CEC to produce a statue that represents educators and their daily interactions with their students. He solicited recommendations from the organization and used photographs of students and CEC members in our journals to develop a composite of today's special educators, their students, and their interactions.

"I want the statue to be a positive message," said Clark. "I hope they (teachers) will look at the statue and say, 'Yes, that's what I do.' I have the teacher looking at the boy and smiling, because the best teaching is not lecturing but letting children discover...so she's letting him discover. That's what teaching is all about."

Chosen by CEC because of his thoughtful and caring artistic style, Clark is handcrafting the commemorative artwork. He uses a unique process and employs a medium that allows him to achieve far greater detail than is ordinarily seen.

CEC is proud to offer the "Teach a Child to Touch a Star" statue to our members. It is a worthy representation of the work we do, and proceeds from the statue will be used for the CEC International Center for Scholarship in Education. The CEC International Center for Scholarship for Education supports many key educational projects such as the Clarissa Hug Teacher of the Year, the Scholar in Residence Program, distinguished lecture series, and teacher networking and exchange activities.

The CEC Commemorative statue will be available in April 1997. This limited edition collector's heirloom will be available only for a short time. Members should reserve "Teach a Child to Touch a Star" now by calling 800/CEC-READ. Cost: $64.95. ■

EXTRA *credit*

Free Special Education Journals—Mary Lynn Zuder would like to donate past copies of special education journals of *EC*, *TEC*, and *Education and Training of the Mentally Retarded* (dating from 1974). Call 607/962-6083 (O), 607/562-3975 (H).

College and Career Planning Web Site—Seven student loan guarantors have created a college and career planning web site that has information on career planning, college selection, and financial aid, as well as links to individual guarantors and other resources. Address: http://mapping-your-future.org.

Contest for Computer Creativity—The Business Software Alliance (BSA) is sponsoring "Re-Boot Your Mind," a national contest for students grades 6-12. Students are to create a design for a computer screen saver, graphics, and text that encourages respect for software management ethics. The contest includes multiple award categories. Contest rules are available on BSA's web site, http://www.bsa.org. Entries are due March 22, 1997. For more information, contact Kim Willard, 202/530-5127.

CEC HEADQUARTERS *briefs*

CEC welcomes the following new additions to its Headquarters staff. They are:

Caroline O'Connell, CEC's new Web Coordinator, will manage CEC's Web site and work with CEC units to develop their Web sites. O'Connell comes to us from the University of Maryland at College Park, where she created and managed the Web site for the College of Agriculture and Natural Resources. She also served as associate editor for the university's Cooperative Extension Service.

Mary Elizabeth Foley joins CEC as a public policy specialist. She comes to CEC from the Commission on Mental and Physical Disability Law, American Bar Association, where she worked closely with Commission-sponsored activities dealing with the Americans with Disabilities Act, Individuals with Disabilities Education Act, and the Rehabilitation Act. She oversaw marketing and production of the *Mental and Physical Disability Law Reporter*.

Anmarie Kallas, an education specialist for CEC's Department of Professional Advancement, will focus on developing a standardized Continuing Education Unit (CEU) program and building distance education opportunities for the association. Kallas formerly served as Dissemination Manager with the ERIC/OSEP Special Project in the ERIC Clearinghouse on Disabilities and Gifted Education.

Raymond Orkwis is the new Production Coordinator for the ERIC Clearinghouse on Disabilities and Gifted Education. A Projects Coordinator for more than 10 years, Orkwis has worked with the American Association for the Advancement of Science and the National Society for Autistic Children.

International Reception—As part of CEC's International Outreach Program, CEC held a reception on November 7, 1996, for the embassies CEC has worked with through the past year. The reception gave approximately 20 educational attaches an opportunity to meet CEC staff, exchange information, and explore ways in which CEC and their countries can work together to improve educational outcomes for students with exceptionalities worldwide.

The Place for the Holidays Is Not in Our Schools

BY GLORIA TARADASH

I love the holidays. Always have. As a school girl, October 15 signaled the time to prepare for Halloween with Thanksgiving and Christmas shining ahead in the future. At school, the holidays meant cutting out and decorating paper pumpkins and cutting out silhouettes of witches on brooms flying past the moon. In short order came the Thanksgiving play, practicing Christmas carols, the Christmas play, and the Christmas party.

Being African-American, I knew I was different from my classmates, but I thought we were all alike with our excitement over the Christmas season. I cannot remember any classmate not participating in the Christmas singing or the play or drawing names to exchange small gifts. There must have been those who did not participate, but the rest of us whom the holidays were for simply did not notice. Perhaps some of my classmates were called in "ill" the day we all sang to the baby Jesus in the manger.

Because our children want desperately for their identity not to be based on being different and parents want desperately for them to be happy, many parents make whatever accommodations are necessary for their children to fit in.

All or Nothing

The real fact is that the children in the classrooms *are* different. And a look at projected demographics indicates those children are going to become increasingly diverse by the turn of the century. If we are to celebrate holidays in the schools, the question becomes whose holidays?

Historically, the celebration of holidays arose from a homogeneous society. Subsequently, practices were developed based on the concept of majority and minority populations to justify the continued presentation of the formerly homogeneous society's religious and secular events. That justification, as questionable as it may be, loses all validity in an increasingly pluralistic society. It would fall to teachers to celebrate ALL the children in the classroom.

As the cultures in the classroom become increasingly diverse, it has been the experience of some that, in spite of the teachers' best intentions and sincere efforts, the presentation of their cultural event or holiday has been inaccurate and inappropriate.

It is just as unfortunate that in many cases the only time another viewpoint is presented is through a holiday or cultural event celebration. If holidays are not acknowledged in schools, will students lose even that limited opportunity to learn about positive aspects of other cultures?

If holidays are celebrated in an insensitive manner, what are the effects on those who are excluded?

Ending the School Holiday Tradition

If we achieve true multicultural education in the schools, teachers would have no need to use holidays as a time to teach about multicultural traditions and beliefs. Students would learn what their classmates' lives are really like in day-to-day classroom activities that explore different perspectives of historical events, different customs, and different values.

Rather than using school time to celebrate the holidays of particular groups, educators should concentrate on teaching. Though we might forego the glitter of holiday celebrations, we might also end the misconceptions that result from inadequate explanations that often accompany the obligatory observance of diverse cultural holidays.

Ending holiday observations in the schools would also result in another benefit—at no time would a child feel left out or as if she or he did not fit in. Despite our best efforts, all American holidays are not created equal. While some schools are acknowledging religious observations other than those of Judeo-Christian origin, others, such as some Native American celebrations, are still not recognized as legitimate holidays. Other ethnic holidays may be highlighted during the school year but are not given the attention the more "traditional" holidays are afforded. Current holiday observances continue to create inequities and feelings of inadequacy in many of our children of diverse cultures.

The Price Our Students Pay

I remember in fourth grade, we who lived in the projects were bussed from our neighborhood to a school across town. At Christmas, we were doing a play that starred a fairy princess. The princess was to twirl across the stage with a magic cloth held above her head. I was athletic with a natural sense of grace, and my teachers chose me to be the fairy princess.

However, I was tall, brown-skinned, with pigtails. The principal came to rehearsal, saw me twirling across the stage with the magic cloth, conferred with the teacher, and the role of the princess was given to a small blond girl. Since all the parts had been given out, the role of a duck who quacked along with the chorus was created for me.

I wish I could say my parents were outraged and I refused to participate in the play. However, my parents never knew about my initial starring role or the change. I had been raised to believe that teachers did what was best, and I became a duck. That's the way the holiday was presented to me. I remember it as clearly as if it were yesterday.

Is it still like that today for those who are not small and blond? Is it worth the price those who become ducks have to pay?

Gloria Taradash is an educational consultant in Albuquerque, NM, and a member of CEC Chapter #301.

Speaking Out reflects the opinions of individuals. Your comments are welcome.

Crises, *from page 9*

out for any changes in behavior or lack of progress that signal the need for professional help. Medina-Levin recommends that teachers keep a journal stating what has occurred, the progress the student is making, and the teacher's interventions (met with the parents, sent the student to a counselor, confidentially informed staff of the situation).

Getting Support for Students in Crisis

Special educators can be a great help to their students by being their friend, showing they care, and engaging in active listening when their students are in crisis. But some students require more help than teachers have been trained to provide. When an educator sees that a student is not improving over time, observes changes in behavior, or is faced with a situation in which a student may be hurt or could hurt others, he or she should get assistance immediately. Resources include counselors, school psychologists, school nurses (many of whom are trained in mental illness), and community agencies.

"The classroom teacher needs to walk a fine line between taking on what maybe is the job of the psychologist, particularly with a student who has emotional issues," said Mary Howard, special education teacher in California. "Make sure you are not the only one knowing what is going on with a student and when a child needs greater help than you can give. You can be a support, but you can't do a psychologist's job."

Special educators recommend working closely with a student's parents when a crisis occurs. Special education teachers can share their observations with parents, offer to send them forms or other information they might need, and give them ideas for resources in the community and at school. If an entire family is in crisis, the teacher's input can help parents focus on the needs of the child.

Teachers also face times in which students do not want their parents to know about their situation or the student may be the victim of parental abuse. However, the teacher may be held responsible if she or he did not report a confidence and the student is harmed or harms another. Furthermore, teachers are required by law to report any suspicion of abuse to the authorities.

In these difficult situations, teachers can talk with the student to determine who should be told of the problem and help develop plans to protect the individual.

Guetzloe recommends the teacher say something like, "This is a really big problem, and you are very upset. Someone else has to be told. Help me decide who will be that person. I'll stay with you, and we'll talk until you help me decide. I understand you don't want me to tell your mom or dad, but I've got to tell somebody."

One of the most frustrating things teachers encounter when working with students in crisis is that they do not have the power or authority to get resources working for a child. Despite that fact, teachers need to know who can do what and where and how to get the student the services he or she needs, said Howard.

School-Wide Interventions

In the face of the escalating violence students experience, more and more schools are developing crisis intervention strategies. Many schools have school crisis teams, involving psychologists, counselors, nurses, administrators, and peer mediators, that teachers can call on when a student or students are in crisis. When a crisis affects a large portion of the school population, experts from other schools, other districts, or the community may be called on to assist.

Experts stress that teachers and staff should be told what the actual extent of the problem is and how to discuss the crisis so that everyone tells the same story and rumors are dispelled. Students who are involved need to have access to phones so they can contact their families. In addition, when a school-wide crisis occurs, a room needs to be set up where students can go when they feel particularly grief-stricken, uncertain, or confused.

Some schools also hold discussion groups for students who are dealing with the same type of crisis. Different groups address specific topics such as drugs, grief, girls' issues, gangs, etc.

Crisis seems to have made itself a chronic guest in our classrooms. Therefore, teachers can expect to spend more of their time helping students through crisis. It is a role for which we have received little preparation, but one we need to master if we are to help our students succeed in their world.

CEC's new book, *Disruption, Disaster, and Death: Helping Students Deal with Crises*, contains more information on this important topic. Cost: $26.95, CEC Members, $18.95. To order, call 800/CEC-READ. ■

Classified Ads

Improve Your Students' Behavior—with *Picture The Progress*; a book of over 100 drawings of behaviors you want to see in your classroom and school—academic, social, and more. Includes easy to follow instructions for using drawings to make behavior cards, rule charts, and discussion cards. Field tested, effective with wide variety of students. Clip Art for Mac Computers available (with step by step instructions and easy to use index.) Book $17.50 + $2.50 S/H; book with clip art $45.00 + $4.50 S/H. To order call: 800/557-6617 (VISA M/C) or send P.O., check or money order or write to: Educational Horizons, Dept. C-5, P.O. Box 25739, Eugene, OR 97402 (Fax: 541/686-8772).

Write IEP Goals & Objectives quickly and easily with IEP Goal Builders on your Mac computer using ClarisWorks—areas available: Elementary, Middle School, High School, H.S. Transitions, Speech & Language, Motor Development—includes disk and manual—each area is $35 (plus $3.50 S/H); send P.O., check or money order or write to: Educational Horizons C-5, P.O. Box 25739, Eugene OR 97402; call 800/557-6617 (VISA M/C) Fax 541/686-8772.

CALENDAR OF CEC *events*

january

January 8-10, 1997
CEC/DDEL 1997 Multicultural Symposium, "Enriching the Tapestry Of Cultural and Linguistic Diversity." New Orleans, LA. Contact: CEC, 800/486-5773.

february

February 4-5, 1997
North Dakota CEC Federation Conference. Fargo Holiday Inn, Fargo, ND. Contact: Brenda Jordan, 701/241-4877.

February 7-8, 1997
South Carolina CEC Federation Conference. Hilton Resort, Hilton Head, SC. Contact: Darlene Stowe, 803/398-5130.

February 10-11, 1997
Arizona Federation Annual State Convention, "Celebrating Transitions: Making a Lifelong Difference." Holiday Inn Corporate Center North, Phoenix, AZ. Contact: Laura L. Love, 602/542-2805 or 602/264-9606.

February 13-15, 1997
1997 TAM/California CEC Federation Conference, "Special Education Technology for the Next Century." Silicon Valley, CA. Contact: J. Emmett Gardner, 405/325-1533.

February 17-19, 1997
Annual Tennessee Joint Conference on Children with Disabilities, "Creating Opportunities for Success." Loews Vanderbilt Plaza Hotel, Nashville, TN. Contact: Susan Zerick, 615/792-5664, or Doris Mattraw, 615/741-3796.

February 19-21 1997
CASE Institute, Clearwater Beach, FL. Contact: Jo Thomason, 505/243-7622.

February 20-22, 1997
Indiana CEC Federation Conference, "We Accept the Challenge." Indianapolis, IN, Radisson Hotel. Contact: Olivia Parker, 219/938-4624.

February 26-28, 1997
The Canadian Council for Exceptional Children Presents Congress 97, "Come Explore Change." Fort Garry Hotel/Place, Winnipeg, MB. Contact: Gavin R. Scott, 204/453-4631.

February 26-March1, 1997
Michigan CEC Federation Convention. "Getting Off the Dime." Grand Rapids, MI. Contact: Michael Dombrowski, 810/435-8400, ext. 244.

February 27-28, 1997
Mississippi CEC Federation Conference, "Applauding Our Past, Appreciating Our Present, Anticipating Our Future." Holiday Inn, Southwest, Jackson, MS. Contact: Keyland V. Tennyson, 601/875-8112.

February 28-March 1, 1997
Kentucky CEC Federation Conference. Owensboro, KY. Contact: Sr. Sharon Sullivan, 502/685-3131.

February 28-March 1, 1997
Missouri CEC Federation Conference. "Celebrating Education's Challenges." Kansas City, MO. Contact: Phyllis Wolfram, 417/881-0351.

February 28, 1997
CCBD Forum, "Diversity in the Schools: New Challenges and New Solutions for Students with or At Risk for Challenging Behaviors." Radisson Inn Charleston Airport Hotel, North Charleston, NC. Contact: Lyndal Bullock, 817/565-3583.

February 26-28, 1997
Manitoba CEC Federation Conference. "Come Explore Change." Fort Garry Hotel. Contact: Gavin Scott, 204/489-1174.

march

March 3-4, 1997
Minnesota CEC Federation Conference. Radisson Hotel, St. Paul, MN. Contact: Claudine Knoblauch, 612/572-1216.

March 8, 1997
Washington CEC Federation Conference, "Essential Learnings For All." Shoreline Center, Edmonds, WA. Contact: Debra Knesal, 360/478-6886.

March 10-13, 1997
Louisiana Annual Super Conference on Special Education (co-sponsored by LA CEC Federation Conference, LA Dept of Ed., Assoc. for Gifted and Talented Students). Baton Rouge, LA. Contact: Richard Neeson, 318/632-6490.

March 13-14, 1997
New Mexico CEC Federation Conference. Double Tree Hotel, Albuquerque, NM. Contact: Kris Kinney, 505/890-1648.

March 21-22, 1997
Texas CEC Federation Conference, "Capitalizing on Present, and Future Challenges." Austin Capitol Marriott, Austin, TX. Contact: Susan Jezek, 713/686-6259.

april

April 9-13, 1997
CEC Annual Convention, "Celebrating 75 Years of Serving Exceptional Children." Salt Lake City, UT. Contact: CEC, 800/486-5773.

THE COUNCIL FOR EXCEPTIONAL CHILDREN
1920 Association Drive
Reston, VA 20191-1589

NONPROFIT
ORGANIZATION
U.S. POSTAGE
PAID
RICHMOND, VA
PERMIT NO. 930

CEC today

EXCLUSIVELY FOR MEMBERS OF THE COUNCIL FOR EXCEPTIONAL CHILDREN

VOL. 3 NO. 7
JANUARY/FEBRUARY 1997

CEC's 1997 Convention—A Time of Celebration, Learning, and Fun

Celebrating 75 Years
of Serving Exceptional Children
CEC Annual Convention

Seventy-five years of serving children with exceptionalities is something to celebrate! And CEC's platinum celebration—our 1997 convention in Salt Lake City, UT, April 9-13— celebrates our educators, our students, and our commitment with a multifaceted schedule of activities that will enrich your life and your profession.

CEC's stellar program shines with leading special education experts who will share their ideas, knowledge, and teaching strategies with other dedicated professionals. Plus, session leaders are using new instructional techniques, such as satellite broadcasting, so that educators can flash their ideas across the room—and the ocean—and interact with others worldwide.

At the Exhibit Hall, you'll find thousands of new technologies, resources, and materials— a treasure chest of learning tools that can make every lesson sparkle with fun and excitement.

And you won't want to miss CEC's 75th Anniversary extravaganza. Amidst the glitter and gleam, the dancing and delight, memories will be made that will last forever.

General Sessions

At CEC's first General Session, nationally renowned special educator Richard Lavoie will present his stirring address, "Tales from the Road." Garnered from 4 years of speaking to a combined audience of half a million people, Lavoie's presentation is a compilation of real stories about real people working in special education. In this often funny and sometimes poignant address, Lavoie brings the human factor to special education, exposing the successes, failures—and sometimes the absurdities—that result from special education trends and policies.

Lavoie is probably best known for his award-winning videos, "Last One Picked, First One Picked On: The Social Implications of Learning Disabilities," "How Difficult Can This Be?" and "The F.A.T. City Workshop." In addition, he has appeared on national television shows, including *CBS Morning Show*, *Good Morning America*, *ABC Evening News*, and *Disney Channel Presents*. Lavoie holds three degrees in special education and has served as an adjunct professor and visiting lecturer at numerous universities. He has served as an administrator of residential programs for children with special needs since 1972.

Continues on page 9

18th Annual Report Affirms CEC's Policy on Inclusive Settings

Full Continuum of Services a Must

The U.S. Department of Education's *18th Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act (IDEA)*, released in December, stressed the importance of providing a full continuum of services for children with disabilities. "There is no single special education setting that benefits all students. A range of options, tailored to meet the individual needs of all students, continues to be the most effective approach," said the report, which reflects the latest data on the state of special education.

CEC is pleased to see that the 1994 state data on special education supports the need for a full continuum of

Continues on page 4

inside

Meet the Candidates for the CEC Executive Committee 2
TEC Author Online Generates Excitement, Ideas..........13
CEC's Role in the 21st Century 14

Meet the Candidates for the CEC Executive Committee

At the 1997 convention, appointed Delegates from chapters, branches, and federations will elect three members to the CEC Executive Committee of the Board of Governors. One member will be elected as first vice president to serve from 1997 to 2001; and two members will be elected as governor-at-large to serve from 1997 to 2000. Following is a brief description of each of the candidates.

Candidate Information

First Vice President Candidates

William K. Bogdan, *Assistant Superintendent, Hamilton County Educational Service Center, Cincinnati, OH*

A CEC member since 1980, Dr. Bogdan currently serves as Governor-at-Large on the CEC Executive Committee. Previously, he served as Governor, President, President Elect, Vice President, Immediate Past President, and Treasurer of the Ohio CEC Federation; Chair of the Denver Convention Human Rights Task Force; and Treasurer of Ohio CASE.

Dr. Bogdan is on the Executive Committee of the Hamilton County Family Children First Council, the Governing Board of the Southwest Ohio Special Education Regional Resource Center, the Education Advisory Committee of the Child Advocacy Committee, and is the Chair of the Hamilton County Day Treatment Council. Additionally, Dr. Bogdan's professional activities include membership in the Association of Supervision and Curriculum Development (ASCD), The ARC, Down Syndrome Association, American Association of School Administrators (AASA), and the Buckeye Association of School Administrators (BASA).

Previously, Dr. Bogdan was Director, Coordinator, and Supervisor of the Hamilton County Educational Service Center; Special Education Teacher with the Indian Hill Exempted Village Schools in Cincinnati; and Special Education Teacher at Barren River Comprehensive Care Center in Glasgow, Kentucky.

Dave Roels, *Professional Development Consultant, Glendale, AR*

Mr. Roels, a CEC member since 1965, previously served on the CEC Executive Committee as a Governor-at-Large from 1982-85. Additionally, he was Chair of the Advocacy and Governmental Relations Standing Committee, member of the Membership and Unit Development Standing Committee, three-term Arizona CEC Federation Governor, Local Arrangements Chair to the CEC National Conference and Training for the Exceptional Bilingual Child (1982), served on the CEC Convention Advisory Committee (1970-81), and Local Arrangements Co-Chair for the 1996 DEC Convention. On the state and local level, Mr. Roels was President of the Arizona CEC Federation, President of Arizona DLD and DCD (now DCDT), Secretary of Arizona CASE, and President, Treasurer, and Membership Chair of Arizona Chapter #159.

Mr. Roels' other professional activities include the following: President of Special Education Administrators Association (1990-91), Association of Retarded Citizens, founding board member of the private nonprofit Service Center for Students with Disabilities, Special Olympics coach, board member of Arizona Very Special Arts, Arizona Governors Committee on Employment of the Handicapped, professional advisory board member of Learning Disabilities Association of Arizona, and advisory committee of Phoenix Scottish Rite Foundation.

Previously, Mr. Roels was Administrator of Special Services, Director of Special Education, School Psychologist, and Special Education Teacher for the Glendale Union High School District, Glendale, Arizona.

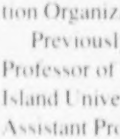
Governor-at-Large Candidates

Jerry Ammer, *Associate Professor of Special Education, University of San Diego, San Diego, CA*

A CEC member since 1975, Dr. Ammer served as California CEC Federation Governor, President, President Elect, Vice President, Region VI Regional Director, State Faculty Advisor to Student Chapters, member of the State Conference Program Committee, member of the CEC Finance and Operations Standing Committee (1994-97), member of the CEC Human Rights Task Force (1994-present), and Editor of the CSF/CEC Journal. Dr. Ammer was also Membership Chair and Corresponding Secretary for the New York CEC Federation and the PAN (now CAN) Chair for the Massachusetts CEC Federation.

Dr. Ammer has also served on the Community Advisory Committee for Special Education and the Budget Committee for the San Diego Unified School District; the New York and California Teacher Credentialing Committees; Editorial Board *Journal of Learning Disabilities* and *Journal of Reading and Writing*; and Computer Users in Education Organization.

Previously, Dr. Ammer was Assistant Professor of Special Education, Long Island University, Greenvale, New York; Assistant Professor of Education, Rhode Island College, Providence, Rhode Island; Director of Inservice for Contract Programs, Boston, Children's Hospital; Resource Specialist Student Teacher Supervisor, Boston College; and Classroom Teacher, Special Education, Chicago Public Schools.



Janet C. Burdick, *Consulting Teacher, Twin Falls School District, Twin Falls, Idaho, and Supervisor, Special Education Student Teachers, Idaho State University*

A CEC member since 1979, Ms. Burdick is a current member of the CEC Governance Standing Committee, was acting Governor (1995), President, President Elect, Past President, Vice President, and Secretary for the Idaho CEC Federation. She also served as Secretary and Vice President of her local CEC chapter.

Ms. Burdick's other professional activities include establishing the Southeast Idaho Consulting Teachers Consortium, member of Phi Delta Kappa, member of Idaho Association of Educational Administration, member of Idaho State University Inclusion Intervention Team, Positive Behavior Supports Trainer, Developing Capable People Trainer, Consultant for SRA Direct Instruction, and member of Northwest Women in Educational Administration.

Ms. Burdick was previously an Instructor, Adapting Curriculum, Idaho State University; Consultant in special education issues for Idaho school districts; a High School Resource Teacher and Migrant Teacher/Coordinator in Jerome, Idaho; and High School Spanish and English Teacher in Filer, Idaho.

Jim McCormick,
Superintendent and CEO, Richmond State Hospital, Richmond, IN

A CEC member since 1982, Mr. McCormick is presently serving as Indiana CEC Federation Governor. He is a past Chair of the Credentials and Elections Standing Committee. In 1995, Mr. McCormick was the Local Arrangements Chair for the annual CEC convention held in Indianapolis. He has also served as Vice President, President Elect, Past President, Parliamentarian, and CAN Coordinator of the Indiana CEC Federation. Additionally, he is a member of CASE and an associate member of Indiana CASE.

Mr. McCormick's other professional activities have included select state and local level committees and task forces, study groups, legislative testimony and fact finding, facilitating collaborative projects and project development, program consultation, and work with advocacy groups. He has also worked with initiatives in continuous quality improvement, compliance with federal accrediting body standards and human resource development opportunities and strategies. Other experiences include board of governors participation in not-for-profit organizations such as Special Olympics.

Previously, Mr. McCormick was Deputy Commissioner, Office of Client Services, Indiana Division of Mental Health; Acting Superintendent, Ft. Wayne State Developmental Center, Ft. Wayne, Indiana; State Director of Rehabilitation Therapy, Indiana Division of Mental Health; Assistant Director of Centralized Services, Madison Area Special Services Educational Unit, Madison, Indiana; Rehabilitation Therapist, Madison State Hospital, Madison, Indiana; and Instructor in Special Education, Trinity College, Burlington, Vermont.

Joel Mittler,
Associate Professor of Special Education, C.W. Post Campus, Long Island University, Brookville, NY

Dr. Mittler, a CEC member since 1975, was one of the founders, and later President, of the Technology and Media Division (TAM), as well as serving TAM as CAN Coordinator, Publicity Chair, and Secretary. He is presently New York CEC Federation Governor, former President of Nassau County Chapter #71 President, and Chapter #71 liaison to TAM.

Dr. Mittler's other professional activities include: Field Editor, *The Journal of Special Education Technology* (1984-present); Field Editor, *The Forum* (Journal of the New York State CEC Federation); member of AAMR and Phi Delta Kappan; and Chair, Technology Committee, New York State Select Commission on Disability (1992-95).

Previously, Dr. Mittler was Dean, School of Education, C.W. Post Campus, Long Island University, Brookville, New York; Clinical Director, United Cerebral Palsy, Inc., Staten Island, New York; and Chief School Psychologist, Association for the Help of Retarded Children, Brookville, New York.

Additional nominations may be made by petition, which may be presented by any 25 or more Council members provided that such petition shall carry the minimum information determined essential by the Delegate Assembly.

inside

JANUARY/FEBRUARY 1997 VOL. 3 NO. 7

CEC Today is published by
The Council for Exceptional Children, 1920 Association Drive, Reston, VA 20191-1589. Telephone 703/620-3660, TTY 703/264-9446, lyndav@cec.sped.org.

CEC Today is not copyrighted. Members are encouraged to copy and disseminate information in this publication.

CEC President: Gerald L. Hime

Executive Director: Nancy D. Safer

Editor: Lynda C. Voyles

Contributing Editors: Jacki Bootel, Department of Public Policy; Jean Boston, Publications and Professional Standards; Jane Burnette, Grants and Contracts; Brian Carroll, Professional Development; Grace Zamora Durán, Membership; Karen Vermaire Fox, Student CEC; Susan Simmons, Membership; Shelia Mingo, Ethnic and Multicultural Concerns

CEC's 1997 Convention—A Time of Celebration, Learning, and Fun *1*

18th Annual Report Affirms CEC's Policy on Inclusive Settings *1*

Meet the Candidates *2*

Advocacy in Action *4*

Student CEC Spotlight *6*

Canada *7*

Division Focus *8*

Professional Advancement *10*

Member to Member *12*

TEC Author Online Generates Excitement, Ideas *13*

Speaking Out *14*
CEC's Role in the 21st Century

Calendar of Events *16*

Advocacy in Action

Learn About Public Policy at Convention

What's going on in Washington, DC, right now? How will the new 105th Congress affect special education and gifted programs at my school? Who is my new Congressperson? You'll get answers to these and many more questions at CEC's convention in Salt Lake City.

First, get the facts at the ever-popular session, "What's Happening in Washington?" presented by staff from CEC's Department of Public Policy.

This session provides attendees with up-to-date information on important legislative issues, such as the reauthorization of the Individuals with Disabilities Education Act, budget issues, and how the new welfare law will affect the Supplemental Security Income (SSI) program. You'll also receive updates on current court cases and news from such federal agencies as the U.S. Department of Education and the Office for Civil Rights. Look for the location of this session, to be held Thursday, April 10, from 2:30 to 4:30 p.m., in your convention program.

Once you've got the facts, you'll want to know how to become more active in advocating for your students with exceptionalities. Or, you may have a child with an exceptionality and want to make sure he or she is receiving the most appropriate education. But where do you start? Who do you call? If you are attending CEC's 1997 Convention, the perfect place to learn the basics is at the session on grassroots advocacy, being held on Friday, April 11, from 10:00 a.m. to 2:00 p.m.

You'll get a lot of advocacy tips at this session, including:

- When the best times are in the legislative process to call your representative directly about an issue, as opposed to writing him or her a letter.
- Whom to call at the U.S. Department of Education when you have a question concerning your school's special education or gifted program.
- How to set up and successfully conduct a meeting with your legislator, using the best methods to get your points across.

You'll participate in loads of fun activities to help you discover what makes politicians tick, how bills actually become law, and what the differences are between state legislatures and the U.S. Congress!

Hot Off the Press! CEC's Training Modules!!!

CEC's *Political Advocacy Handbook* will help you feel more comfortable interacting with your elected officials as well as policymakers in your districts. The *Handbook*, available for purchase by CEC federations, divisions, chapters, and others, is organized as four separate training modules: Introduction to Advocacy, Understanding the Governmental Process, Strategies for Influencing Policymakers, and Building Networks and Coalitions.

The modules include background information on the topic, suggested workshop or training session activities, ideas for application, and appendices containing black line masters for making overheads and handouts. Each module is a self-contained set of training materials. However, each module builds on the knowledge covered in the previous module.

For an overview of the modules, come to the grassroots advocacy session being held at the convention. (The training modules are expected to be adapted to reflect Canadian governmental procedures.) You can order the modules after January 1. Call 800/CEC- READ and ask for stock # R5193.

If you can't make it to convention and you'd like to get more involved in the advocacy process but you're not sure where or how to begin, let your CAN (Children and Youth Action Network) Coordinator and your federation or division president know that you'd like to participate in a grassroots advocacy workshop at your local CEC meeting. Call CEC's Department of Public Policy at 703/264-9437 for more information about the *Handbook*. ■

Annual Report, *from page 1*

services. While believing that inclusion is a meaningful goal our schools and communities should pursue, CEC has consistently supported and worked to ensure that schools provide a full continuum of services for all children, youth, and young adults.

"An appropriate education for students with exceptionalities must be based on their individual needs," said Nancy Safer, CEC's Executive Director. "To meet individual needs, it is essential that schools provide a range of educational options and services for their students. We are glad to see so many schools providing those options while working to find new, innovative ways to include students with exceptionalities in the general classroom and neighborhood schools."

The *18th Annual Report* also provides valuable information on the need for special education teachers—in 1993-94, for the first time, the shortage of qualified special education teachers declined—as well as data on the number of students served, graduation, early intervention, and funding. The *18th Annual Report* also focused on the state of services for students with disabilities and from diverse cultures in the inner cities. Selected highlights from this year's report include:

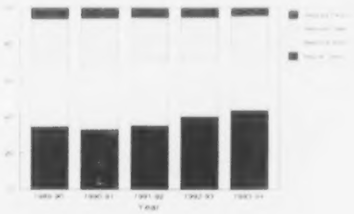
Placement Trends

- During the 1993-94 school year, approximately 12% of elementary and secondary students received special education services; 95% of those students were served in the regular school.
- During the 1994-95 school year, a record number of students with disabilities, 43%, were served in general education classes, while the number of students served primarily in resource rooms decreased by 30%.
- More students with disabilities ages 6-11, 54%, were served in general education classrooms. That percentage decreased for students ages 12-17 to 33%.
- Placement patterns vary by disability: The majority of students with speech and language impairments are served in general education classes.

Continues on page 5

Annual Report, *from page 4*

Students with learning disabilities, orthopedic impairments, serious emotional disturbance, and traumatic brain injury are generally placed in regular school buildings but are spread across general education classes, resource rooms, and separate classes. Students with mental retardation, autism, and multiple disabilities are most often placed in separate classrooms.



Students Served

A total of 5,439,626 children and youth, ages 3-21 received special education or early intervention services in the 1994-95 school year. This is a 3.2% increase over the 1993-94 school year.

The distribution of specific disabilities for children ages 6-21 is:

- Specific learning disabilities, 51.1%
- Speech/language impairments, 20.9%
- Mental retardation, 11.6%
- Serious emotional disturbance, 8.7%.

For the second year in a row, the most rapidly growing categories were students with traumatic brain injuries, other health impairments, and autism. The number of students with high incidence disabilities, such as learning disabilities, remained stable in their numbers and growth. Deaf-blindness and multiple disabilities were the only categories that showed a decrease in number of students served.

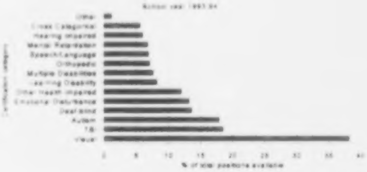
Graduation Data

The graduation rate for students with disabilities as a whole has remained fairly stable, at about 41%, over the past 5 years. Studies have suggested that those secondary students who receive vocational education have achieved positive long-term results, i.e., higher employment, independent living, and community participation rates.

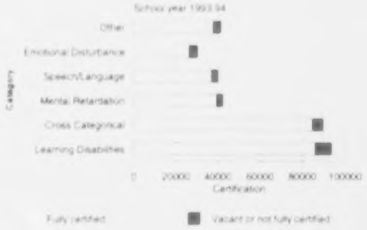
- The percentage of college freshmen with disabilities has tripled between 1978-1991 from 2.6% to 8.8%.

Shortage of Qualified Special Education Teachers Declines

For the first time, the shortage of qualified special education teachers declined. In 1993-94, the number of vacant positions or those filled by individuals who are not fully certified decreased by 4.4%.



However, the overall number of personnel needed to serve students with disabilities has grown along with the increase in the number of children with disabilities served. During the 1993-94 school year, the number of teachers employed to serve children ages 6-21 increased 6.5%. The two largest categories of special education teachers employed were specific learning disabilities and cross-categorical. The largest number of vacant positions were in the speech/language impairments, specific learning disabilities, and cross-categorical categories.



Early Intervention

- In the 1993-94 school year, the number of infants and toddlers receiving early intervention services increased to a total of 165,253, an increase of 7%.
- The number of eligible preschoolers receiving early intervention services in FY 1995 rose to 524,458, an increase of 6.7%.
- In 1993-94, 48% of preschoolers were served in general education classes, 31% in separate classes, and 9% in separate schools. The remaining 2.3% were served in residential facilities and home/hospital programs.
- States are working to improve the capacity of their statewide systems to deliver early intervention services and increase the number of personnel.

Meeting the Needs of Students with Disabilities and from Diverse Backgrounds in the Inner Cities

- The percentage of students in special education is similar in inner city and non-inner city areas, 10.4% and 10.8% respectively.
- 5% of special education students in inner city districts have limited English proficiency, compared with 1% in non-inner city districts.
- The percentage of African American students enrolled in special education is generally high relative to their representation in the general student population. In some states and in some disability categories, Hispanics are over- and underrepresented relative to their proportion of the total population.
- The disproportionate representation of African Americans in special education is partly attributed to relatively low income and the disabilities associated with poverty. However, when income is accounted for, disproportionate representation of African American students in special education remains in speech/language impairments, visual impairments, and mental retardation.
- Identifying and assessing students with disabilities in inner-city schools is complicated by the effects of poverty, race/ethnicity, and limited English proficiency. The role of intelligence tests in identifying students from diverse backgrounds is of particular concern.
- Students with disabilities living in inner cities are more likely to be placed in restrictive environments.
- A severe shortage of special education teachers exists in inner city areas.

Data in this section are from several sources that highlight postschool results for students with disabilities and the state-reported school placement data for students ages 6-21. ■

Convention—What's In It For Me?

BY ROBERT BECK

You heard all your friends talk about how great the CEC convention was last year, but that was in Orlando. Now they want you to spend your hard earned money to come to the convention in Salt Lake City. What will you get out of it? Check out the following to see why attending the convention is a worthwhile investment.

Student CEC Sessions

From Friday, April 11, to Sunday, April 13, numerous sessions will be presented, 18 of which focus on students.

The Student CEC Potpourri Session, held on Saturday, April 12 from 1:15 - 3:30 p.m. will take on a new twist this year. Two different sessions will be presented—one on classroom management and the other on due process.

On Sunday, April 13, three special sessions will be offered under the theme, "Special Education—A Road Map to Success." They are: Interviewing for a Job, How to Compile a Portfolio, and Survival Skills for First-Year Teachers.

Job Fair

Looking for a job? Want to brush up on your interview skills? Come to the Personnel Recruitment Center located in the Exhibit Hall. Numerous school districts from around the country will be on hand, so bring copies of your resume and a good interview suit.

Make-It Take-It Workshop

On Wednesday, April 9, from 1:00 - 4:00 p.m., Student CEC will sponsor a Make-It Take-It Workshop. Participants will walk away with ready-made materials to assist with classroom teaching and running Student CEC chapters.

Election of the Student CEC Executive Committee

The 1997-98 members of the Student CEC Executive Committee will be elected on Thursday, April 10, during the Student CEC Board of Governors' meeting. Informal interviews with the Student CEC Executive Committee will occur on Wednesday, April 9, from 6:00 - 7:00 p.m., followed by the Meet-and-Greet Icebreaker from 7:00 - 9:00 p.m. Consider running for office. Petition packets must be postmarked by February 18, 1997.

Association and Chapter Officers' Meetings

All current and potential officers should attend either the Association or Chapter Officers' meetings on Thursday, April 10, from 4:30 - 6:30 p.m. Come get great ideas for future planning.

Advisors' Roundtable

Calling all advisors! Come meet your fellow colleagues and share your successes and concerns from 4:30 - 6:30 p.m. on Thursday, April 10.

Salt Lake City 75th Anniversary Student CEC Extravaganza

In honor of our 75th anniversary, we are doing things differently this year. The Salt Lake City Expressway, the traditional student icebreaker, and the annual dance will be combined into one big extravaganza on Thursday, April 10, from 7:00 p.m. - 1:00 a.m. Join us for an evening of fun. Chapters and associations will sell their wares and display their history. Student CEC members will get to know one another—bring a t-shirt to swap. The extravaganza costs only $5.00, and proceeds go toward the Student CEC Scholarships and Graduation Awards.

Student CEC Leadership Training Institute

Current or potential officers are invited to attend the Leadership Training Institute on Friday, April 11, from 10:30 a.m. - 12:15 p.m. The training will cover fundraising, motivation, programming ideas, and the utilization of resources. All Student CEC members will benefit from this training.

Student CEC Awards Ceremony

On Friday, April 11, from 12:30 - 2:00 p.m. Student CEC will recognize the award winners for the Outstanding Student CEC Member Award, the Susan Phillips Gorin Award, the Shana Breen Memorial Award, the Graduation Award, the Ethnic Diversity Scholarship, the SCEC/Black Caucus Scholarship, and the Region of the Year Award. Nominees will be recognized as will student leaders. Plan to attend and honor your fellow Student CEC members.

Spirits of Nations

The students of Canadian and Puerto Rican CEC invite you to explore Canada and Puerto Rico. Celebrate the culture, food, symbols, songs, and people of these two countries on Saturday, April 12, from 7:00 - 9:00 p.m.

Hotel Information

The student hotel is the Quality Inn, located a convenient five blocks from the convention center. The prices for hotel rooms are $76 for a single, $83 for a double, $93 for a triple, and $95 for a quad per night. There are also 15 other hotels to choose from that are within five blocks or less of the convention center. Many restaurants close to the convention center have reasonable prices. If you want to share a room with another Student CEC member, call Karen Vermaire Fox at 800/845-6232.

Skiing

The peak of the spring ski season will be in the beginning of April, right when the convention takes place. There are six main ski resorts, which are about 30 minutes away, but there are convenient shuttles that travel from your hotel to the resorts. ■

Robert Beck is a senior at Bradley University majoring in special education. He is currently the vice president for Bradley Student CEC Chapter #794.

For You from Canada

CEC is bringing several dynamic sessions to the 1997 convention. Come and share ideas with our Canadian colleagues at the following:

- **The Sudden Death of My Sibling: Listening to Canadian Adolescents**—Explores the impact of the sudden death of a sibling on adolescents. Themes will help educators understand the behavioral reactions of adolescents and promote healthy grieving.
- **Enabling Effective Education and Training for All Canadians with Disabilities Research Network (ETACD)**—Explores a national networking project that identifies, studies, reproduces, and links exemplary inclusion programs.
- **Youth Violence: A Canadian Perspective**—Presents a perspective based on public consultation, policy development, and research.
- **Longitudinal Integrated Focused Training (LIFT): A Staff Development Plan**—Presents a 3-year staff development plan to increase the effectiveness of all personnel in responding to and designing instruction for students with special needs.
- **Building People Up...Being Humanly Perfect or Perfectly Human**—Looks at the dynamics of positive reinforcement and constructive criticism in interpersonal relationships.
- **Special Education Policy: A Retrospective and Future Prospective—A View from Saskatchewan**—Revisits the dream that led to mandatory special education legislation for students with special needs and considers what emerging policies mean for exceptional children and youth.
- **Students Who Won't: Strategies That Fly**—Presents personal accounts of how an educational therapist acts as a resource person to maintain students exhibiting serious behavioral problems.
- **Inclusion at the Secondary Level: A Multidisciplinary Team Approach**—Deals with the implementation of a multidisciplinary approach to service delivery for students with special needs. ■

Human Rights to Be Stressed at 1997 Convention

Though many believe that human rights are a "given" in the United States and Canada, that may not be true. In some areas—and in some schools—an individual's human rights may be denied if he or she is from a different culture, exhibits severe behavior disorders, or has a different sexual orientation.

To help redress these inequities, CEC will focus on human rights at the 1997 convention. The Human Rights Task Force has taken a proactive stand, ensuring people know of the need to continue to fight for human rights by making people aware of current inequities and the need for change. In addition to several sessions on human rights, CEC is holding a strand on the issue. The strand will open with "Voices from Within," an open forum in which CEC caucuses and divisions can develop ideas and possible actions for CEC to take in the area of human rights. The recent legislation in Salt Lake City banning gay clubs in schools will also be addressed.

In addition, the Human Rights Task Force plans to ask the Delegate Assembly to reaffirm the site selection resolution CEC passed last year, which stated that, generally speaking, CEC's annual convention should not be held in cities, states, or provinces that have enacted discriminatory laws, policies, or ordinances. When such ordinances are passed after contracts have been negotiated, the policy outlines advocacy activities that CEC will conduct on behalf of affected individuals. ■

Educators with Disabilities to Meet at Convention

CEC's disability workgroup will hold a discussion session, "Educators with Disabilities—Issues & Concerns: Come to the Table," at the 1997 convention. The following outcomes are anticipated: greater awareness of how CEC can continue to respond to the needs and concerns of its members with disabilities, the identification of strategies to recruit and retain special education professionals, and the development of a resource network. Through guided questions, session attendees will be encouraged to become part of the discussion by joining moderators at the table.

Session moderators include an educator with a disability, a student with a disability in a personnel preparation program, a parent, a faculty member, a representative from a professional association, and an administrator.

This 2-hour discussion is free and open to all convention attendees who are interested in this topic. Look for more information in the CEC convention program.

CEC Members Shine Again!

CEC members recruited more than 2,100 new members in the 1996 Member-Get-a-Member Campaign. We congratulate our many units and members for their success in this project. The leading ten units are:

- **Univ. of Wisconsin-Eau Claire Chapter #518 (WI)**
- **Purdue University Chapter #762 (IN)**
- **Slippery Rock University Chapter #467 (PA)**
- **Southern Utah University Chapter #1146 (UT)**
- **Ontario CEC Federation (ON)**
- **Rowen College of New Jersey Chapter #513 (NJ)**
- **Bridgewater State College Chapter #966 (VA)**
- **University of Georgia-Athens Chapter #637**
- **Old Dominion University Chapter #883 (VA)**
- **Augusta Area Chapter #292 (GA)**

Division Focus

CASE

The Council of Administrators of Special Education

In the new year, CASE will once again work for a reauthorization for IDEA and increased appropriations at the federal level.

This winter CASE will develop booklets for each member of the House and Senate Subcommittees on Appropriations. This biannual CASE activity provides information to subcommittee members about how a school district within their congressional district has expended its Part B funds. As soon as the subcommittee membership is finalized, the CASE office will contact specific CASE members to ask for their assistance.

CASE is also preparing for the annual meeting at the CEC convention in Salt Lake City in April. The CASE spotlight speaker will be Tom Hehir, Director of Special Education Programs in the Department of Education. A complete program of professional sessions geared to administrators will be on tap for attendees. In addition, members are urged to attend the CASE member breakfast, the annual meeting, the CASE reception, and the CASE Fun Night. Watch for your January/March Newsletter for a complete CASE program for the convention as well as a registration form for CASE Fun Night. For further information, call Jo Thomason, 505/243-7622.

CEDS

The Council for Educational Diagnostic Services

The CEDS schedule during the Salt Lake City Convention covers a wide variety of assessment topics. Please check the convention program for the presentations. Be sure to join us for our annual business meeting on Thursday, April 10, from 5:00 - 6:00 p.m. The CEDS social will follow from 6:30 - 8:00 p.m. Rooms TBA. Check the convention program for exact locations. See you in Salt Lake City!

DCCD

The Division for Children's Communication Development

DCCD is pleased to announce that Penny Griffith will serve as editor of the *DCCD New Times* and Alejandro Brice as editor of the *Journal of Childhood Language Development*

The showcase speaker for DCCD at the annual convention will be Dixie Sanger, who will speak on Language Issues Associated with Female Juvenile Delinquents, April 10 at 1:15 pm.

DCDT

The Division on Career Development and Transition

Headquarters for DCDT activities will be the Red Lion Hotel during the 1997 CEC Annual Convention. The following are a list of DCDT activities and meetings. All DCDT activities will take place in the Red Lion Hotel unless otherwise listed in the hotel lobby.

- DCDT Legislative Session—An update on current federal legislation as it relates to career development and transition issues.
- DCDT Student Session—This session will solicit input from students as well as provide students with information about what is happening around the country in student DCDT.
- DCDT President's Dinner—Each year at the CEC convention, DCDT has a special event to celebrate the leadership of the current president and give all the past DCDT presidents a chance to point out how the current president could and should have run DCDT business. This yearly tradition is a fun-filled roast of the current president. The event is always a great time to meet many of the past presidents and current DCDT board members. For more information regarding the cost of the President's Dinner please contact: Carol Kochhar, President-Elect of DCDT at 202/994-1536 or e-mail at kochhar@gwin2.circ.gwu.edu
- DCDT Marketing Committee Meeting—This committee explores methods to increase the membership and the relevance of DCDT to each member at the state and local level. Please attend this meeting and give input to the Marketing Committee.
- DCDT Subdivision Development Meeting—This committee facilitates the growth of DCDT in each state. You will have a wonderful opportunity to meet with state and local DCDT leaders and discuss how to improve DCDT in each state subdivision.
- DCDT General Business Meeting—DCDT officers will update the membership as to the state of the organization. Find out about DCDT's status and provide input to the leadership.
- DCDT Social—Every year DCDT sponsors a social for its members. You will meet DCDT members from around the U.S. and Canada.

DEC

The Division for Early Childhood

Lora Fader, Student Concerns Committee Chairperson, recently announced that five members will work on behalf of the student DEC Members. Although Fader will continue as chair until June of 1997, Gail Joseph will pick up the reigns for the 1997-1998 year. Other members of the committee include James Ernest, Tammy Steeples, and Tierra Tivis.

WANTED! Persons interested in serving on an international DEC committee to foster stronger relationships and collaborative efforts between Head Start and DEC should contact Executive Board Member Sharon Rosenkoetter. Please send a cover letter expressing the reasons for your interest and a summary of professional experience to her at ACCK, 210 S. Main Street, McPherson, KS 67460. For more information, call 316/241-7754. DEC members are also invited to apply to serve on a committee to foster positive relationships and collaborative efforts with the National Association for the Education of Young Children and other early childhood professional organizations. Please send a cover letter and summary of professional experience to the address above.

The DEC membership meeting will be held from 5:00 to 5:30 p.m. on Thursday, April 10, and a reception will follow from 5:30 to 7:00 p.m. Please join us to learn all the exciting things going on in early childhood.

DISES

The Division of International Special Education and Services

Highlights for the convention in Salt Lake City include:

- A Showcase Session on Dohsa therapy, led by Susumu Harizuka of Kyushu University, Japan.

- Presentations by members from Taiwan, Brazil, India, New Zealand, China, Egypt, South Africa, Turkey, Israel, and other countries.
- An International Hospitality room at the convention center for members to meet and share ideas, cultures, and future plans with others from afar.
- A DISES International reception, as well as a Business and Executive Board meeting are scheduled (see details in the program).
- A 75th Year Celebration display table.
- An interactive strategy-sharing session, "So You Want to Work in Another Country."
- Planning meetings for the Special Education World Congress in Vancouver.

DLD

The Division for Learning Disabilities

DLD is searching for an executive manager to assist with subdivision communication, carrying out board decisions, and facilitating the orientation of new board members. Anyone interested in applying for the half-time position should contact President Elect Don Deshler at the University of Kansas Center for Research on Learning, 3061 Dole, Lawrence, KS 66045, for a copy of the job description and application procedures. Applications are due on February 1, 1997. Applications will be reviewed by a board subcommittee, which will make a hiring recommendation to the board. The full board will consider the recommendation and take action by the close of the DLD Executive Board meeting in April at Salt Lake City.

DPHD

The Division for Physical and Health Disabilities

Plan now to attend our exciting 75th Anniversary activities at Salt Lake City. DPHD has planned a full slate of activities beginning with the DPHD Breakfast and Showcase Panel presentation from 8:30 - 10:45 a.m. The Showcase Panel includes some of the most outstanding pioneers and current leaders in our division who will discuss the past, present, and future of DPHD and its impact on our field. The panel will be followed by outstanding sessions you won't want to miss. The annual DPHD General Business Meeting will convene at 5:00 p.m. Immediately following the business meeting, all are invited to the DVI, DCCD, DPHD Joint Social—your opportunity to mix and mingle with old and new friends.

See you in Salt Lake City!

Convention, *from page 1*

Don't miss Lavoie's provocative yet joyful look at special education through the eyes of the people it affects.

Second General Session

In October 1996, the groundbreaking study, *What Matters Most: Teaching for America's Future*, made headlines all across the nation. This study, which called for a sweeping overhaul of the way America teaches, trains, and recruits its teachers, called for high national standards of knowledge and skills for teachers that are accepted and adhered to by each state, as well as sweeping reforms in teacher preparation, recruitment, and employment practices.

At CEC's Second General Session, convention attendees have an opportunity to join in a discussion of this vital work with special education leaders, teachers, and parents to determine future actions we need to take to ensure these recommendations are implemented.

Tele-Educational Consortium

You can participate in a national video teleconference audience on school-based and school-family partnerships at the convention center or the Eccles Broadcast Center studios at the University of Utah. The consortium includes a panel discussion and call-in question/answer session. On-site conference attendees will be able to interact with the tele-panelists via telephone lines directly linked to the broadcast center. Be a part of this exciting—and informative—nationwide exchange of ideas.

Technology Lab

For the first time, CEC will host a technology lab at convention. In addition to presentations on technology and specific special education applications, attendees can get hands-on experience performing ERIC searches on the Internet, accessing special education resources on the Internet, and surfing the Web. Plus, teachers will be able to give some educational software a test run. Whether you're new to the Web or an experienced surfer, you'll find what you need at the technology lab.

The technology lab is sponsored by CEC, ERIC, the National Center to Improve Practice, and Utah State University.

Panel on Fetal Alcohol Syndrome

Learn the latest research and most current information on topics concerning Fetal Alcohol Syndrome, such as prevention, long-term developmental outcomes, and educational interventions. Students who are victims of Fetal Alcohol Syndrome face numerous developmental and behavioral difficulties. Learn how to help this very special population at this panel featuring preeminent researchers in the field.

Professional Strands

CEC's professional strands give educators the opportunity to become the "resident expert" in a particular area of special education in their school or district. Each strand focuses on a specific special education topic that is a high priority in schools across the nation. These value-packed sessions are conducted by leaders in the field who will bring you new research findings, practical solutions, and innovative instructional strategies. This year's strands include:

- **Behavior Disorders: Universal and Individual Intervention Strategies**—Discover new ways to help students with behavior problems succeed in school. Outlines methods to change the school environment, as well as changing student behavior, to create a "fit" between these students and our schools.
- **Inclusive Classrooms and Schools: Effective Practices**—Examines inclusive practices today and in the future. Data from a national study on inclusive classrooms will be presented as well as strategies that make inclusion work, the role of assessment in inclusive schools, and ways to adapt curriculum and instruction.
- **Research on Teacher Thinking in Multicultural Contexts**—Looks at the different variables teachers face when working with students from diverse cultures, such as how differences in teacher/student experiences affect teaching, the impact of low socioeco-

Continues on page 15

CEC's Preconvention Workshops

CEC's preconvention workshops are a highlight of the convention for many attendees. Led by renowned educational leaders, the workshops offer practical solutions to vexing problems that seem to crop up year after year and materials that can be used and reused. With hands-on application of theories, a lively give and take of ideas, and often witty presentations, you'll find yourself having fun as well as learning! CEC's 1997 workshops are:

- The Inclusive School Puzzle: Putting the Pieces Together by Richard Villa and Jacque Thousand
- Assess for Success: Determine Student Transition Needs by Wynne Begun and Pam Leconte
- Classroom Strategies to Increase Student Responsibility by Randy Sprick
- Get Their Act Together: Teach Organizational Skills Effectively by Anita Archer
- Using Big Ideas to Increase Reading Power by Kathy Jungjohann
- The Media and the Message: Competing with MTV and Nintendo for the Student's Mind by John Schaefer
- Demystifying Instruction for Students with ADHD by George DuPaul
- Watering Up the Curriculum: Making the Content Accessible by Doug Carnine
- Violence and Aggression: Effective Approaches for School-Based Prevention and Treatment by Richard Van Acker
- Suspension, Expulsion, and Alternative Discipline for the 504 or Special Education Student's Legal Rights by Linda Parks
- Quality Design for the Inclusive Program by Frances Stetson
- Inclusive Strategies for Early Childhood Programs by Marybeth Bruder
- Effective Use of LCCE in the Classroom by Shirley Spezia
- Managing Technology in the School and Classroom by Skip Stahl
- Nurturing the Learning Strengths of Native and Mexican American Children by C. June Maker
- Enhance Your Professional Development Skills by Michael Bond and Karen Kemp

All workshops are scheduled concurrently and will be held from 8:30 to 4:00 on April 9. Look for further descriptions in the Convention Newspaper, the CEC Web site, http://www.cec.sped.org, or call 800/224-6830.

Find Out About Professional Standards at Convention!

If you would like to be one of the first special educators to apply for and receive CEC recognition as a professional special educator...

If you work for one of the growing number of colleges and universities that will be seeking CEC or NCATE approval of your special education professional preparation programs...

If you are a future special education teacher or an experienced teacher who may be moving and wants to know about the progress CEC is making toward common minimum certification requirements across state and provincial boundaries...

If you want to learn about new standards for entry level special education administrators and paraeducators....

If you want to learn more and find out how you can be involved in CEC's Professional Standards...

Then you need to be at CEC's sessions on Professional Standards at the 1997 convention.

Professional Development Sessions

- **CEC: Setting Standards for the Profession**—An opportunity to share your views with CEC's Professional Standards and Practice Standing Committee and learn more about what's happening with CEC's standards for accreditation, certification, and practice.
- **Mentoring Beginning Special Education Teachers**—An unveiling of the Guidelines the CEC Subcommittee on Certification has developed. Reviews the research on teacher mentoring and offers recommendations on how to establish a successful mentoring system to support, develop, and retain beginning special education teachers.
- **The CEC System for Reviewing and Approving Special Education Professional Preparation Programs**—Examines the CEC/NCATE standards for preparing special education professionals and describes the standards and the process colleges and universities should follow to obtain CEC recognition of their programs.
- **CEC Knowledge and Skills for the Preparation and Certification of Paraeducators**—Attendees will review and provide input on draft knowledge and skills standards for paraeducators.

On Wednesday, April 9, 1997, CEC will hold an all-day workshop for college and university personnel who will be preparing folios for CEC/NCATE accreditation. For more information on "how to" training, including fees, contact Fred Weintraub at CEC headquarters, 703/264-9402, or fredw@cec.sped.org. ■

CEC's Special 75th Anniversary Tributes

Make sure you catch CEC's 75th Anniversary tributes. Each displays a different aspect of CEC and its many accomplishments in its 75-year history.

- **Crossing Boundaries Photo Mural**—A collage of photographs taken by teachers, students, and families depicting the diversity of our population and the work we do.
- **75th Anniversary Quilt**—A beautiful and creative display from CEC's federations and divisions. Each square reflects its state's unique characteristics.
- **Teach a Child to Touch a Star Statue**—A very special commemoration for CEC's 75th Anniversary that you will be proud to display on your desk or at home. This limited edition statue portrays the caring spirt of CEC founder Elizabeth Farrell and that of educators everywhere. To order your copy of this handcrafted heirloom, call 800/CEC-READ, #B5196, $64.95.
- **Historical Displays—**Take a look at our past at the many displays from the CEC archives and our federations and divisions. ■

Consortium Supports Differentiated Levels for Speech-Language Paraprofessionals

A consortium of leading special education organizations recently recommended a framework specifying differentiated preparation and use of three levels of speech-language paraprofessionals. This 3-level framework allows for greater use of speech-language paraprofessionals who work under the supervision of a certified speech-language pathologist, ensures high quality of service, and extends the work of the speech-language pathologist, according to the report. Speech-language paraprofessionals could perform record-keeping activities, increase the frequency and intensity of services, assist with the generalization of learned skills to multiple settings, and help with rehabilitation and restorative programs.

Employing certified speech-language paraprofessionals would also allow speech-language pathologists to extend their professional duties and skills by moving into supervisory roles, the report said.

Following are the requisites for the three levels of certification:

- Level 1—A high school degree or equivalent training or education; completion of an approved preservice program of study and training for Level 1 speech-language paraprofessionals working in education settings.
- Level 2—An associate degree in speech-language pathology or educationally related field (e.g., early childhood) or equivalent training or experience; completion of an approved preservice program of study and training for Level 2 speech-language paraprofessionals working in education settings.
- Level 3—A baccalaureate degree in speech-language pathology from a state approved and accredited postsecondary program with a minimum of 100 hours of supervised practicum experience or documented equivalent training or experience, preferably with at least 50% of this experience in pediatric/education settings.

The report also specifies the knowledge and skills and appropriate responsibilities for paraprofessionals at each level.

Participating organizations were: CEC, the Division for Children's Communication Development, the Division for Early Childhood, the Council of Administrators of Special Education, the American Speech-Language-Hearing Association, and the Council of Language, Speech, and Hearing Consultants in State Education Agencies. ■

The report will be available soon through NCPSE. Call 800/641-7824 for information.

Don't Miss the CEC Video Theater—and a Chance to View Janet's Video Picks!

Many of you have enjoyed "Janet's Picks," a regular feature in *TEACHING Exceptional Children.* "Janet's Picks" features reviews of the most timely, substantive, and useful publications on the market. Many of the videos you will see in the video theater have been handpicked by Janet Drill, author of "Janet's Picks," as the most pertinent videos for today's special educators and their students.

Titles include: *Our Children, Our Hopes: Empowering African-American Families of Children with Disabilities, Everyone Can Work: A Look at Successes in Supported Employment,* and *Einstein and Me...Talking About Learning Disabilities.*

Stop by the CEC Video Theater and preview these inspiring videos. It's your opportunity to "try before you buy."

Videos will be of varying lengths so you can fit them into your busy convention schedule. Longer video series will be shown over 2 days so you can view the entire package. ■

Visit the National Clearinghouse for Professions in Special Education at the 1997 Convention!

The National Clearinghouse for Professions in Special Education (NCPSE) has the information you need to advance your career in special education! Our services include:

- **Job Search Information**—Are you looking for a job or will you be looking for one in the future? Come by our booth and pick up a Job Search Pack. It includes listings for all the state-supported job banks for teachers, state salary information, contact information for all state licensing offices, information on state personnel shortages, and job search strategies.

- **Financial Aid Information**—We have financial aid information and lists of scholarships and grants for undergraduate and graduate students in special education and the related services, for culturally and linguistically diverse students, and for students with disabilities.

- **Supply and Demand**—NCPSE maintains the most current supply, demand, and need data for special education and related services personnel. If you need this information, come by our booth and talk to our staff members about appropriate data sources.

- **College and University Programs**—Do you need to find out about undergraduate or graduate programs in special education, physical therapy, occupational therapy, or speech-language pathology? NCPSE will have information from their database on all these preparation programs.

Visit our booth in the CEC Resource Area in the Exhibit Hall to learn more about these and other NCPSE services! For more information, call 800/641-7824 or by e-mail ncpse@cec.sped.org

Salt Lake City Fun

Salt Lake City offers a wide variety of events for your entertainment and enjoyment. Here are a few of our favorites:

Temple Square—Inside is the gigantic Temple, the Tabernacle, two visitor centers, and the Assembly Hall. Tours start every 15 minutes. Organ recitals, choir rehearsals, and broadcasts are open to the public.

Red Butte Garden & Arboretum—An oasis of walkways through formal gardens and luscious flower beds off the Wasatch. Includes 4 miles of hiking trails.

Old Salty, the pioneer trolley—Scoots around the downtown area while a costumed tour guide points out all the sights.

Old Desert Village—Located in "This is the Place State Park," the village depicts pioneer life with cabins, store, stables, and "settlers" in period costumes.

Great Salt Lake's Antelope Island—Observe bison and antelope, bike the scenic loop, hike miles of trails, and explore the 1848 Fielding Garr Ranch. Or, just float in the lake!

Utah's Pioneer Memorial Museum—Return to the 1850s in this enchanted world of paintings, quilts, furniture, clothing, guns, and dolls.

Kennecott Copper Bingham Canyon Mine—Dig down deep at one of the world's largest open-pit mines. Interactive exhibits for the kids.

Park City Silver Mine Adventure—Ride an elevator down the original shaft to get a first-hand look at equipment, tools, and a genuine silver vein.

Mountain Bike School—Give your legs a whirl with mountain biking at Deer Valley Resort. For a downhill ride, take the chairlift up.

Horseback Riding—Deer Valley Stables treats you to a short trail ride complete with a cookout breakfast or supper.

Spelunk in the caves of Timpanagos Cave National Monument—An hour's hike leads to the caves—and one dramatic display of stalactites and stalagmites after another.

How to Get the Most from a CEC Convention

BY SHEILA TRAENKLE

Just being able to attend a CEC convention is a true blessing for any teacher. Getting the time off (without having to take personal days), paying for the trip, and preparing lesson plans are all part of the preparation for a trip to the convention. And all these things are well worth doing! When you arrive in Salt Lake City or any other convention sight, you will be thrilled that you took the time to make those plans.

Getting Ready

Here are a couple of ideas to think about as you plan your first trip to a CEC convention. After you have gotten the time off, turned in your registration form, and prepaid for any special workshops:

- Sit down with the preconvention brochure and circle or list the sessions you are most interested in attending. Jot down other topics you would like to learn more about.
- Get together with your colleagues and show them the sessions being offered. Ask them what topics or materials they would find interesting and plan to collect materials and information for them while at the convention.
- Ask your area special education supervisor or administrator or CEC unit officer if they know of any other teachers in your area attending the convention. If there are others, touch base with them about travel plans, hotel stays, and to share information.
- Pack an extra duffel bag for all the material you will be able to collect—there will be more than you ever imagined!
- Bring comfortable walking shoes as you will traverse many miles as you make your way around the convention center.
- You might want to bring a tape recorder or a laptop computer to make notetaking and organization easier.

Once You Arrive

- Don't be overwhelmed with all the people and information—just enjoy!
- Be sure to look through the convention program on the first night of your arrival and plan your week. This may sound ridiculous, but it will allow you to see the sessions you are most interested in, tell you about the opening and closing general sessions, give you time to explore the Exhibit Hall (which can take an entire day), touch base with any of the divisions you are a member of (or want to become a member of), and attend any social events (of which there are many). Plus, you will want to schedule a lunch or dinner with a new friend or previous acquaintance.
- Talk with individuals who are in a different aspect of special education than you (including administrators). You'll get new perspectives and ideas you can take back with you.
- I cannot stress enough that meeting other special education professionals is the MOST beneficial part of attending any CEC convention. Discovering new teaching strategies, creative lessons, or just sharing the challenges you face with another educator are truly refreshing experiences.
- Attend at least one of the social events that are offered. It is a great way to meet people and, believe it or not, many convention attendees are there by themselves or just one other person.
- Lastly, enjoy every minute of your time away from the classroom. Soak up as much information as you can, and be sure to share it with those colleagues you left behind. ■

Sheila Traenkle, an 11-year member of CEC, is currently a teacher at Thoreau Middle School in Fairfax County, VA. She has attended nine CEC conventions and is a past Student CEC Coordinator for CEC Headquarters.

TEC Author Online Generates Excitement, Ideas

The first edition of *TEC* Author Online brought teachers, administrators, professional developers, and researchers together in a cross-country exchange of ideas and information sharing. The discussion centered around the article, "Sharing Ideas About Teaching Effectively: Using Technology to Collaborate," by Pam Campbell and Jack Tierney. The article focused on the software program SITE (Sharing Ideas about Teaching Effectively). SITE is a computer program that uses hypertext to create a database of effective teaching tactics.

TEC Author Online allowed educators to go much further than simply reading an article and trying to adapt it to one's particular situation. The participants explored new ways in which educators use the software, such as putting it on the Internet or using it with student-teacher assistance teams.

In addition to practical matters, respondents talked about how SITE and other technologies can meet educators' professional development needs: it allows teachers to trust and acknowledge the expertise of other teachers, provides a new, wide-reaching avenue in which teachers can share their knowledge, and provides a safe or neutral ground in which to do so.

Participants also discussed the cons of working with the program, such as the need for teachers to have a certain level of self-confidence in using a computer-mediated activity.

The wide-ranging discussion served as a jumping off point for educators to explore other technological tools that will aid in collaboration and gave the software developers valuable ideas to improve their product. And, educators found a whole new group of individuals with which to exchange ideas.

The next *TEC* Author Online runs from January 6-27, 1997. The hosts are Colleen Harmon and Bridget de la Garza, authors of "Employability Skills+Adult Agency Support+Family Support+On-the-Job Support=Successful Employment," which appears in the January/February issue of *TEACHING Exceptional Children*." They will be joined by Vivian Guilfoy and Joyce Malyn-Smith from EDC, who direct projects that help students make the school-to-work transition.

Please join the conversation from the CEC Web site, http://www.cec.sped.org, or the NCIP Web site, http://www.edc.org/FSC/NCIP. We look forward to hearing from you.

TEC Author Online is presented by CEC and the National Center to Improve Practice (NCIP). Judith Zorfass, project director of NCIP and member of the Massachusetts Federation, serves as a *TEC* associate editor to facilitate the new online forum.

Tips for Participating in *TEC* Author Online

- As you read the feature article, think about some questions you'd like to ask the authors. You can read the article in *TEACHING Exceptional Children*, or you can print a copy from the Web site.

- Remember there are many different ways to participate—you can ask the authors a question, you can share your own experiences or expertise, you can react to the authors' or another participant's comments, you can jump into a discussion, or you can just read.

- Read the other participants' comments. They may spur ideas or questions you may have.

- Don't be afraid to ask questions that apply to your particular situation. You won't be alone!

- Still worried that you won't know what to do? Check out the Technical Tips posted on the *TEC* Author Online page. ■

FREE Leadership Training for Everyone

CEC's strength and effectiveness are rooted in the commitment of its leaders, and CEC is committed to providing resources to assist our leaders fulfill their roles with ease. This year's Leadership Training Institute, April 9, 1997, 8:30 a.m. - 4:30 p.m., is structured so that members can interact with one another, learn from officers who have experienced success with their unit activities, and engage in activities to identify and capitalize on their leadership styles when working within a volunteer structure. Other topics include:

- Building effective public relations programs.
- Enhancing diversity within and across units.
- Roles and responsibilities of membership chairs and other officers.
- Working with volunteers on a tight budget and limited time.

A major portion of the workshop will address how units can provide relevant activities to meet their members' needs and attract new members. The 1995 Award for Excellence winners will showcase their program activities.

"I attended the LTI to share how my unit achieved the Award for Excellence and walked away with so many ideas to try out with my own chapter—and I had fun learning, too!" exclaimed Diane Morris, Past President of Chapter 141 in Illinois and previous Award for Excellence winner.

In addition to the free preconvention workshop, members will have access to free information resources at the Membership Resources table. The material will assist leaders and persons interested in leadership positions to develop and implement successful unit programs and activities. Visit the resource table to receive a free gift and apply for a chance to win a free year of CEC membership.

"The activities planned by the Membership Committee for Salt Lake City promise to provide convention attendees with learning and excitement," said Naomi Law, Chair of the Member and Unit Development Committee. "We invite you to attend the LTI and visit the Membership area to share with veteran CEC members and welcome new ones."

CEC's Role in the 21st Century

BY PAMELA GILLET

As the premier special education organization, CEC will continue to have a strong and positive impact on special education as we move into the 21st century. Individually and collectively, we, the members of CEC, will determine what type of an organization CEC will become in the future. Some overall changes I anticipate are:

- Technology will play an important role in allowing members to receive timely and important information tailored to meet their individual needs. CEC will be able to transmit advocacy, legislative, research, and program information to each member online. To conduct governance business, CEC units will also be able to communicate directly with CEC through technology. Technology will expedite CEC's ability to respond in a timely manner to members' needs.
- In order to provide current, innovative information, CEC will co-sponsor grants, pilot studies, and field tests with universities, school districts, and regional resource centers. These activities will focus on the improvement of education for individual children and youth in diverse classrooms. Emphasis will be placed on instructional techniques, alternative assessments, and adapted materials/equipment without regard to "an environment."
- As a new collaborative partnership, CEC will join with major industries and businesses at the national level to seek full employment for individuals with disabilities who are either underemployed or unemployed. Business may call on CEC to establish training program activities and provide technical assistance to develop and increase their supported employment efforts.
- In the 21st century, CEC will be recognized as the organization that can best deliver professional development activities to general educators as they are expected to deal with violence in the schools, increased ethnic and cultural diversity in classrooms, and a wider range of academic and social abilities of the children and youth they serve.

Training will include teleconferencing as well as publications that directly support the training. Through interactive technology, individuals will be able to link with CEC for follow-up or to trouble-shoot problematic areas. Branching capabilities will allow the individual who desires to pursue another aspect of the original training to delve more deeply into a technique or seek a modification of the original strategy.

On the Legislative Front

Advocacy efforts will continue to be a targeted area of involvement for CEC as proposed funding formulas are presented and reform initiatives change educational programming. Any new formula must provide reimbursement for students with complex disabilities that require numerous services that result in higher costs. In reform efforts, CEC must ensure that exceptional students are always considered before the changes are finalized and implemented.

The CEC Inclusion Policy will continue to be used as the most viable guideline by which the organization and its members will ensure that an array of options for service delivery are maintained to provide both the required least restrictive environment and free and appropriate public education.

Legislatively, CEC must help clarify ambiguous areas of the current law. These complex, controversial issues involve discipline, the obligation to provide services to a student with a disability during expulsion, the definition of "weapon," the time period for an appropriate alternative setting under the Gun-Free Schools Act, and the simplification of the IEP process.

In addition, CEC will become more deeply involved at the local level assisting CEC units and members maintain adequate funding sources for special needs populations, the provision of technical assistance from the state and provincial levels, and the availability of a multitude of program options.

Professional Standards and Accountability

A key role for CEC in the 21st century will be that of the standard-setting organization for professionals and paraprofessionals in the field. CEC's professional standards will be used by states and provinces as well as local education units to credential, certify, and advance staff. Teacher training institutions will use CEC's knowledge and skills to accredit programs, revise training programs as necessary, and plan the content of individual classes in exceptional preservice education.

CEC also will assume the leadership position in developing general training programs and specific skill modules for paraprofessionals for community colleges. This will help ensure that paraprofessionals will receive appropriate preservice training and, as needed, specialized on-the-job training determined to be necessary to deliver quality services to children and youth.

With the many changes made in education during the previous decade, CEC, through a foundation grant or under a contract with the Department of Education, must conduct long-term, performance based follow-up studies. These studies would evaluate the effects these changes have had on special education staff and the social, vocational, emotional, and academic outcomes for the students they serve.

As special education staff, programs, and departments are blended into general education or eliminated, CEC will need to be very diversified, becoming the one remaining "overall" special education organization with its various divisions representing specialized expertise. Highly individualized customer service will be CEC's keystone as it serves our members and the field into the 21st century. ■

Pam Gillet, member of CEC Chapter #302, is the 1994-95 CEC President and currently serves as Governor from the Pioneer Division.

Convention, *from page 9*

nomic status on students, and how to ensure that language differences do not inhibit educational progress.

- **Early Childhood: Research and Effective Practice**—Learn proven strategies to work effectively with young children. Sessions demonstrate how to use play-based interventions to maintain inclusionary settings, care for children who were exposed prenatally to drugs, train service professionals, and take proactive steps to help children with challenging behavior.
- **Celebrating Transition: Shaping the Future, Building Community**—Provides insights into the future of transition planning and services as well as practical tools educators can use today. Features transition assessment, self-determination, transition planning in culturally diverse communities, and the future of employment for special populations.
- **Human Rights**—Examines human rights from a variety of perspectives, including the emotional/behavioral skills of students, cultural heritage, language, and sexual orientation. (For more information, see pg. 7.)
- **IDEA: What Has Happened? What Is Happening? What Will Happen?**—Provides an up-to-date analysis of the issues Congress is debating concerning the Individuals with Disabilities Education Act (IDEA) and how changes in the law will affect parent/professional partnerships, professional development and research, procedural safeguards, mediation, discipline, and accountability for student outcomes.
- **The Past, Present, and Future of Special Education**—Analyzes the role public policy plays in the education of children with exceptionalities. Tracks major policy initiatives of the past and present and projects alternative futures for these students and our profession.

Exhibitors' Showcase/Product Demonstrations

At our popular Exhibitors' Showcase, top educational publishers will not only display their latest technologies and materials, they'll give you live demonstrations of their products. You're sure to find a gem or two to take back to your classroom. This year's Showcase participants include:

- **Learning Games for Skill Development in Multi-Age Classrooms** by Frog Publications—Allows students to engage in games and activities that develop/maintain reading/language arts, math, thinking, and social skills while working in small groups or individually. The materials motivate, build confidence, encourage cooperation, and help reduce potential discipline difficulties.
- **Making Algebra Child's Play with Hands-On Equations** by Borenson and Associates—Using a visual and kinesthetic approach, makes algebra understandable to students with learning disabilities.
- **There's the Bull...Where's the Beef?** by SRA/McGraw-Hill—Describes and demonstrates classic direct instructional philosophy and techniques that have been proven successful with all types of learners.
- **Facilitating Hearing and Listening Through Technological Management of the Classroom Environment**—Features discussions about classroom acoustics and demonstrates technology that ensures all students in a class can hear the instructor clearly and consistently.
- **Process Phonics** by Process Phonics, Inc.—A fun-to-teach, easy-to-learn reading program involving intersensory aspects of reading, writing, and spelling. Applicable for beginning remedial readers.
- **IEPGenerator and QuickWriter™** by Ewing Solutions—User friendly software for writing IEPs and psychologist reports. IEPGenerator uses point and click to build goals from a toolbox of components rather than sorting through a bank of objectives. Quickwriter™ uses the same point and click philosophy to help psychologists prepare reports that comply with regulations in about 25 minutes.

Join us for CEC's 75th Anniversary and the 1997 annual convention in Salt Lake City, Utah. It's the one convention you won't want to miss!

For more information, see CEC's web site: http://www.cec.sped.org. It carries up-to-date information on the convention, and you can download your registration form from the web and fax it in. Or, call 800/224-6830 if you have further questions. ■

Get Ready for a Rip Roarin' Time at CEC's 75th Anniversary Gala

Don your cowboy hats, boots, and spurs, and get ready to celebrate CEC's 75th anniversary western-style at the 75th Anniversary Gala. Heading off the show is a real live rodeo, complete with bareback riding, saddlebronc riding, and barrelracing. Next, our Utah cowboys and cowgirls will round 'em up and head 'em out (the attendees, that is) to the ranges of Utah, where you'll experience the old West firsthand.

Kick up your heels with Utah's #1 country-western band, the Lynn Dee Mueller Band. No need to worry you'll trip over your chaps—toe-tapping instructors will be there to show you all the popular line dances, as well as the two-step and the Cotton Eyed Joe.

And, straight from the bawdy houses of the old West, the ever-popular Saliva Sisters give your favorite tunes an irreverent and hilarious twist. From the costumes that accent each innuendo to the lyrics created to surprise and delight, you'll laugh yourself silly at this ribald and rowdy revue.

Don't forget to leave time and energy for the Taste of Utah, a trip through Utah's most famous landmarks. You'll help build America's transcontinental railroad as you compete at spike driving, test your skill at rodeo racing, toss snowballs at the site of the 2002 Winter Olympics, and limbo through Utah's sandstones. Or, you can dunk your favorite CEC colleagues in one of Utah's beautiful lakes, throw some hoops, or give fly fishing a try!

CEC's 75th Anniversary Gala has something for everyone—city slickers and all. So grab your gear and come on down for a boot scootin', humdinger of a grand ol' time!

CALENDAR OF CEC *events*

february

February 4-5, 1997
North Dakota CEC Federation Conference. Fargo Holiday Inn, Fargo, ND. Contact: Brenda Jordan, 701/241-4877.

February 7-8, 1997
South Carolina CEC Federation Conference. Hilton Resort, Hilton Head, SC. Contact: Darlene Stowe, 803/398-5130.

February 10-11, 1997
Arizona Federation CEC Job Fair Convention '97, "Celebrating Transitions: Making a Lifelong Difference." Holiday Inn Corporate Center, Phoenix, AZ. Contact: Fran Brown, 602/496-4878.

February 13-15, 1997
1997 TAM/California CEC Federation Conference, "Special Education Technology for the Next Century." Silicon Valley, CA. Contact: J. Emmett Gardner, 405/325-1533.

February 17-19, 1997
Annual Tennessee Joint Conference on Children with Disabilities, "Creating Opportunities for Success." Loews Vanderbilt Plaza Hotel, Nashville, TN. Contact: Susan Zenick, 615/792-5664, or Doris Mattraw, 615/741-3796.

February 19-21, 1997
CASE Institute, Clearwater Beach, FL. Contact: Jo Thomason, 505/243-7622.

February 20-22, 1997
Indiana CEC Federation Conference, "We Accept the Challenge." Indianapolis, IN, Radisson Hotel. Contact: Olivia Parker, 219/938-4624.

February 26-28, 1997
The Canadian Council for Exceptional Children Presents Congress '97, "Come Explore Change." Fort Garry Hotel/Place, Winnipeg, MB. Contact: Gavin R. Scott, 204/453-4631.

February 26-March 1, 1997
Michigan CEC Federation Convention. "Getting Off the Dime." Grand Rapids, MI. Contact: Michael Dombrowski, 810/435-8400, ext. 244.

February 26-28, 1997
Manitoba CEC Federation Conference, "Come Explore Change." Fort Garry Hotel. Contact: Gavin Scott, 204/489-1174.

February 27-28, 1997
Mississippi CEC Federation Conference, "Applauding Our Past, Appreciating Our Present, Anticipating Our Future." Holiday Inn, Southwest, Jackson, MS. Contact: Keyland V. Tennyson, 601/875-8112.

February 28-March 1, 1997
Kentucky CEC Federation Conference. Owensboro, KY. Contact: Sr. Sharon Sullivan, 502/685-3131.

February 28-March 1, 1997
Missouri CEC Federation Conference, "Celebrating Education's Challenges." Kansas City, MO. Contact: Phyllis Wolfram, 417/881-0351.

February 28, 1997
CCBD Forum, "Diversity in the Schools: New Challenges and New Solutions for Students with or At Risk for Challenging Behaviors." Radisson Inn Charleston Airport Hotel, North Charleston, NC. Contact: Lyndal Bullock, 817/565-3583.

march

March 3-4, 1997
Minnesota CEC Federation Conference. Radisson Hotel, St. Paul, MN. Contact: Claudine Knoblauch, 612/572-1216.

March 8, 1997
Washington CEC Federation Conference, "Essential Learnings For All." Shoreline Center, Edmonds, WA. Contact: Debra Kresal, 360/478-6886.

March 10-13, 1997
Louisiana Annual Super Conference on Special Education (co-sponsored by LA CEC Federation Conference, LA Dept of Ed., Assoc. for Gifted and Talented Students). Baton Rouge, LA. Contact: Richard Neeson, 318/632-6490.

March 13-14, 1997
New Mexico CEC Federation Conference. Double Tree Hotel, Albuquerque, NM. Contact: Kris Kinney, 505/890-1648.

March 21-22, 1997
Texas CEC Federation Conference, "Capitalizing on Present, and Future Challenges." Austin Capitol Marriott, Austin, TX. Contact: Susan Jezek, 713/686-6259.

april

April 9-13, 1997
CEC Annual Convention. "Celebrating 75 Years of Serving Exceptional Children." Salt Lake City, UT. Contact: CEC, 800/486-5773.

April 23-27, 1997
Montana CEC Federation Conference, "disABILITIES." Holiday Inn Trade Center, Billings, MT. Contact: Jack Underwood, 406/873-5629.

THE COUNCIL FOR EXCEPTIONAL CHILDREN
1920 Association Drive
Reston, VA 20191-1589

NONPROFIT
ORGANIZATION
U.S. POSTAGE
PAID
RICHMOND, VA
PERMIT NO. 930

CEC today
EXCLUSIVELY FOR MEMBERS OF THE COUNCIL FOR EXCEPTIONAL CHILDREN
VOL. 3 NO. 8
MARCH 1997

CEC Testifies Before Congress, Calls for Quick IDEA Reauthorization

In testimony before the Senate Subcommittee on Labor and Human Resources on January 29, 1997, CEC President Gerald Hime urged Congress to reauthorize the Individuals with Disabilities Education Act (IDEA) by spring 1997 at the latest. To achieve this goal, CEC proposed reauthorizing IDEA with few, if any, changes.

Should this Congress decide to amend the current law, it should restrict revisions to critical areas, CEC said. Such areas include providing for appropriate disciplinary measures for students with disabilities, requiring mediation options for parent/school disputes, and allowing states to use the term "developmental delay" for students with disabilities ages 3-8. CEC also recommended that Part H (Early Intervention) be reauthorized permanently and that the authorities for all 14 IDEA support programs (programs such as teacher preparation, technology, and research and development) be maintained.

CEC further recommended that other areas of discussion, which helped derail IDEA's reauthorization last year, could be handled by changes in state and federal regulation, policy guidance, and activity under the support programs.

"Reaching consensus on refinements has proven to be a most difficult undertaking, especially with all features of IDEA open for further refinement. . . ." said Hime. "CEC believes that a dramatically reduced scope of reauthorization considerations now must be seriously entertained."

CEC based its proposals on the fact that the lack of an IDEA reauthorization is causing confusion—and in some cases hurting educational quality—in school systems throughout the nation. Currently, many states are proceeding with their own in-state special education refinement agendas, hoping that Congress will make no major changes or that its changes will not interfere with their own improvements. Other states are delaying in-state refinements and improvements that are greatly needed because they don't want to proceed at all until reauthorization is completed.

CEC President Gerald Hime testifies before the Senate Subcommittee on Labor and Human Resources.

In addition, a strong movement is developing in the parent community and among other advocates nationwide to terminate further discussion of any amendments to IDEA.

Continues on page 7

Is Special Education Too Expensive?

In recent years, special education has come under attack. In the media, district board rooms, and the halls of government, people are asking—Is special education too costly?—and the question is being asked more often. Special education is being accused of costs grown out of control, of taking resources from other students and, in some districts, causing property taxes to rise.

But whether or not the cost of special education is living up to its "rap" sheet is up for debate. While there may be cause for concern—expenditures for special education are rising at a faster rate than for public education as whole—perceptions that special education costs are outrageous may be based on inadequate or misleading data.

Furthermore, not everyone is buying the idea that special education is too expensive. In fact, the majority of the American public supports the money we are spending to educate students with special needs. A 1996 Gallup poll found that 47% of adults

Continues on page 5

inside

CEC's Policy on Discipline 4
Movies—A Unique and Effective Tool for Special Educators 12
CEC Members Speak Out on Ebonics 14

75th Anniversary Statues Going Fast

CEC can barely keep up with the orders for CEC's 75th Anniversary commemorations. These charming, limited-edition statues, entitled "Teach a Child to Touch a Star," is winning the hearts of CEC members everywhere.

As you know, teaching is more than imparting information. It's giving each student the care, encouragement, and knowledge he or she needs to reach a dream. This statue epitomizes that special moment when a teacher helps a child realize he or she can reach the dream. In the statue, a child stands next to his teacher, who has her arm around him. As he reaches for the starfish in her lap, an expression of wonder crosses his face—and once again a special teacher has taught a child to reach for his dream.

CEC commissioned renowned sculptor Thomas Clark to create this heartwarming commemoration of our 75th Anniversary. Through extensive research and collaboration with CEC, Clark envisioned a statue that not only reflected a wonderful moment in a student's life but also the caring spirit of Elizabeth Farrell, CEC's founder—and that of special educators everywhere.

"I knew this would be a positive moment in a student's life," said Clark. "I've worked to have this statue portray the special bond between a teacher and student that occurs when a child discovers his dreams are possible."

Clark's intricate workmanship and unique, 20-step handcrafted process creates a warm, artistic heirloom that will bring joy to its owners for years to come.

All proceeds from the commemorative statue will go to the CEC International Center for Scholarship in Education, which supports key projects such as the Clarissa Hug Teacher of the Year, distinguished lecture series, and teacher networking and exchange activities.

Don't miss this opportunity to own one of CEC's 75th Anniversary commemorative statues. This limited-edition collector's heirloom will be available only for a short time. Members should reserve "Teach a Child to Touch a Star" now by calling 800/CEC-READ. Cost $64.95. #B5196.

CEC—Providing 75 Years of Exceptional Service

BY GERALD J. HIME

1997 is truly a year for celebration for CEC. This anniversary will acknowledge 75 successful years as the premier organization serving exceptional children and youth and its 50,000+ members through the United States, Canada, and other parts of the world.

The 75th anniversary is recognized as the "platinum" anniversary. CEC and its 75 years of exceptional service to the field can easily be likened to platinum, a metal more valuable and pure than gold.

CEC's value is evidenced by the reputation it maintains as a legislative voice, exemplified by the leadership role it took in advocating for the passage of PL 94-142, the Education of the Handicapped Act of 1975, now known as the Individuals with Disabilities Education Act. CEC was also instrumental in enacting other advancements in the field, such as early intervention programming, research and teacher training programs, gifted education, and professional standards.

CEC's endurance is well characterized by platinum's durability. Since 1922, the organization has provided services to members and the field during fiscal and legislative crises. Few other organizations have consistently served as an "umbrella" organization for all special educators at all levels of exceptionalities. From the preschool classroom to the hallowed halls of the university, CEC has steadfastly served as a resource for its members, whether it be in instructional methodology or research information.

Often when determining an object's worth, one judges whether it retains its value. By this standard, CEC's worth is immeasurable. The benefits of membership continue to increase over time. CEC's journals, products, and professional development activities along with its legislative advocacy are but a few of its long-term benefits.

Come join the celebration in Salt Lake City. Share in our 75th anniversary. Be part of the celebration as we approach the 21st century and continue successful service up to our 100th anniversary. ■

Gerald Hime is the president of CEC and a consultant for the Los Angeles County Office of Education.

Spread the Word this Spring!

Exceptional Children's Week

Exceptional Children's Week (ECW) is your opportunity to educate the public about children with disabilities and garner support for them and special education. ECW is a means for members and CEC units to awaken community awareness to the needs and capabilities of exceptional children and the programs that support them.

How can you get involved? In school, you could sponsor poster or essay contests; have the principal give profiles of successful exceptional individuals during announcements; or plan lessons in which disabilities are simulated, such as teaching students to sign and have them communicate without talking. In the community, organize tours of schools and other educational facilities, invite business representatives to a classroom to join activities with special education students, or present awards to local individuals who have helped exceptional persons. The possibilities are endless—start by having a brainstorming session with your CEC unit or within your school.

Would you like more ideas? CEC's recently revised *Exceptional Children's Week Handbook* is brimming with suggestions for activities, media tips, budgeting guidelines, and all the planning materials you will need for ECW and throughout the year! ■

For more information, contact Karen Vermaire Fox, 800/845-6232.

Happy Birthday, CEC Web Site!

Our Web site has been up and running since April 1996 and is continually updated and revised to best serve the information needs of our members. Whether you're a novice at "surfing the net" or an experienced "cybernaut," CEC's Web site has something for you! You'll find us at http://www.cec.sped.org.

CEC's Web site is your gateway to information on numerous topics in the field of special and gifted education. Put CEC's Web site on your "regular surf list" to stay on top with information about what's new with CEC and in the field, and especially, late-breaking or urgent news that may affect your teaching practices, the conditions under which you work, or the students you serve.

Recent issues of *CEC Today* have highlighted the Web pages of the ERIC Clearinghouse on Disabilities and Gifted Education and the National Clearinghouse for Professions in Special Education, as well as specific features such as Frequently Asked Questions and *TEC* Author Online. Here are some other offerings on CEC's Web site that you'll want to view and use:

- You can find all of **CEC's professional policies** on the Web. These policies represent what CEC believes to be best practices and support for children with special needs in the classroom, school, and community.
- If you're thinking about attending or plan to attend **CEC's Convention in Salt Lake City**, check out the Professional Development Events section for registration, program, and visitor information. Plan your postconvention sightseeing by taking a "virtual visit" to Salt Lake City with active links to area attractions. (See more about this feature in this issue of *CEC TODAY*, page 11.)
- **Public Policy and Legislative Information,** always an important topic for our members, will once again come into the forefront now that Congress is back in session. You'll want to visit this section on a regular basis to keep up-to-date on the latest information, including CEC's advocacy efforts for the Reauthorization of IDEA and to find out how you can support this and other legislation that affects students with disabilities.
- **CEC membership applications** can now be downloaded from our Web site. This feature is especially helpful for passing an application to a colleague who wants to join or renewing your own membership! CEC unit officers will find this feature especially useful because they will be able to access, download, and print copies of the applications as needed to distribute at meetings and conferences. You'll find the membership applications in the CEC Membership/How to Join section.
- Looking for **new publications, training opportunities, and other resources**? In the Journals, Books, and Media section, you can browse through CEC's Spring 1997 Resource Catalog and keep it at your fingertips! The new catalog is unique in that it links training opportunities with publications and other resources that complement and support each other. It contains a variety of new materials as well as a preview of "coming attractions."
- Both professionals and students will be interested in the listings in the **Professional Standards** section. This section includes CEC's International Standards for Entry into Professional Practice and CEC's Standards for Professional Practice. You'll certainly want to download these pages for your personal file!
- Of course, any visit to our Web site would be incomplete without a look at the **What's New, About CEC, CEC Membership, and CEC Divisions** sections to bring you up-to-date.

After you have browsed through our offerings, please complete our Web Site Visitor Survey. Your feedback is crucial in our development of the Web site. Our goal is to provide a useful and informative resource for our members—in fact, THE resource in the field of special and gifted education! The survey takes only a few minutes and is easy to complete, and one respondent is chosen each week to receive a free CEC t-shirt!

All this and more can be found by pointing your browser to http://www.cec.sped.org! ■

inside

MARCH 1997 VOL. 3 NO. 8

CEC Today is published 10 times a year, Jan/Feb, March, April/May, June, July, Aug., Sept., Oct., Nov. and Dec., by The Council for Exceptional Children, 1920 Association Drive, Reston, VA 20191-1589. Telephone 703/620-3660, TTY 703/264-9446,lyndav@cec.sped.org.

CEC Today is not copyrighted. Members are encouraged to copy and disseminate information in this publication.

CEC President: Gerald J. Hime

Executive Director: Nancy D. Safer

Editor: Lynda C. Voyles

Contributing Editors: Jacki Bootel, Department of Public Policy; Jean Boston, Publications and Professional Standards; Jane Burnette, Grants and Contracts; Anmarie Kallas, Professional Development; Grace Zamora Durán, Membership; Karen Vermaire Fox, Student CEC; Susan Simmons, Membership

CEC Testifies Before Congress, Calls for Quick IDEA Reauthorization *1*
Is Special Education Too Expensive? *1*
CEC—Providing 75 Years of Exceptional Service *2*
Member Benefits *3*
Advocacy in Action *4*
Student CEC Spotlight *6*
Canada *7*
Division Focus *8*
Professional Advancement *10*
Member to Member *12*
Virtual Utah—Surf Salt Lake City *11*
Goodbye "Mr. B." We'll Miss You *13*
Speaking Out *14*
CEC Members Speak Out on Ebonics
Classified Ads *15*
Calendar of Events *16*

Advocacy in Action

CEC's Policy on Discipline

Special Education Students Should Not Be Expelled

CEC believes that services for students with disabilities should not be terminated under any circumstances. Our basis for that position is that putting students with disabilities out on the streets ultimately harms the student more than it helps. Students with disabilities who are refused educational services not only fall behind academically, they are also more likely to fail to return to school at all or they may engage in illegal activities while in an unsupervised environment. Furthermore, putting students with disabilities or general education students on the streets can put communities at risk. Studies have shown that daytime crime is rising in areas that suspend and/or expel large numbers of students regularly. (See Safe Streets, Safe Schools.) Ultimately, stopping educational services for students with special needs contributes to young adults who do not have the knowledge, skills, or self-esteem to become productive, contributing adults.

Ensuring Safety in the Classroom

However, CEC also believes that schools should be safe, secure environments for all students and faculty. Therefore, CEC believes that students who are dangerous to themselves or others should be placed in effective alternative settings that most appropriately meet their educational needs. CEC supports immediately placing students who have endangered themselves or others in a temporary placement for up to 45 days while the IEP team determines whether his or her current placement is appropriate or whether a different placement would better meet the student's needs. Should the IEP team decide the student would be better served in an alternative placement, the pupil would receive services in an alternative setting such as home schooling or placement in a separate class or facility.

CEC Heads Safe Streets, Safe Schools Initiative

CEC is heading an initiative to ensure safe schools and communities while maintaining educational services to juveniles who exhibit disturbing conduct. The 12-month initiative will focus on changing current policy supporting the suspension or expulsion of students. It will also launch a campaign to raise public support by increasing the awareness of the relationship between cessation of educational services and the increasing numbers of school-age young people on the streets who are without supervision and contribute to daytime crime.

CEC is proud to report that parent and justice organizations, as well as educational organizations, have joined the Safe Streets, Safe Schools Initiative. Participating organizations include the American Bar Association; Youth Law Center; National Parent Network on Disabilities, Police Executive's Research Forum; U.S. Bureau of Alcohol, Tobacco, and Firearms; U.S. Council of Mayors; Council of Great City Schools, National Association of School Psychologists; and others.

"The Safe Streets, Safe Schools Initiative is an important step to ensuring we educate all students, including those with disabilities or those who behave poorly, while maintaining the safety of our schools and communities," said Joseph Ballard, CEC's Director of Public Policy. "We look forward to working with the many different parties who have come forward to be a part of the Safe Streets, Safe Schools initiative, and we anticipate developing policy and programs that will benefit our schools, our communities, and those of our students who are most at risk of harming themselves or falling into juvenile crime."

For more information, see CEC's Web site: http://www.cec.sped.org.

CEC Launches Parent/Professional Partnership

CEC has established a new forum for parents and education professionals to work together to achieve common goals for children with disabilities—the Parent/Professional Partnership.

Members of the Parent/Professional Partnership will meet from time to time to reach consensus and determine the best course of action on a number of critical issues facing our schools, educators, and parents. The group will address issues on the federal level, such as the reauthorization of the Individuals with Disabilities Education Act (IDEA), school discipline, appropriations, and attorney fees, as well as concerns at the state and local level.

"The Parent/Professional Partnership is filling a long-standing need," said Ballard. "Parents and educators have a common goal—to see that each child receives an appropriate education that will enable him or her to become active, productive citizens. We can only achieve this goal if we work together, discuss the issues, and plan a united strategy to ensure special education advances at the local, state, and federal levels."

Organization representatives from Minnesota, Ohio, Massachusetts, New Jersey, Virginia, and the District of Columbia attended the initial meeting of the Parent/Professional Partnership. ■

Learn How to Advocate Successfully at Convention

What's Happening in Washington

This ever-popular session presented by CEC's Department of Public Policy provides attendees with up-to-date information on important legislative issues, as well as updates on current court cases and news from such federal agencies as the U.S. Department of Education and the Office for Civil Rights. April 10, 2:30 - 4:30 p.m.

Grassroots Advocacy

Find out how to get results at this basic, down-to-earth working session. You'll learn when to call your representative directly about an issue, whom to call when you have a question about your school's special education or gifted program, and how to successfully conduct a meeting with your legislator. April 11, 10:00 a.m. - 2:00 p.m.

Costs, *from page 1*

said that America is spending too little of its total education budget on students with special needs, and 41% said that about the right amount is being spent; only 5% said that too much is being spent.

How much are we spending on special education? Who is responsible for paying for special education programs? What are the factors influencing the cost of special education programs? Following is a discussion of these and other issues contributing to the cost of special education and what some states are doing to contain those costs.

How Much Are We Spending on Special Education?

One of the problems we are facing in the debate over special education costs is the lack of recent, accurate data. Though it is believed that it costs 50% more to educate students with disabilities than for nondisabled students, those figures are based on data that are more than 10 years old.

Even arriving at an estimate of how much we are spending on special education is a difficult task, for two-thirds of the states do not know what they really spend on special education, according to Thomas Parrish, co-director of the National Center for Education Finance (NCEF). Gathering and maintaining data on expenditures on an individual program, such as special education, is a costly and time-consuming task that many states and school districts are not equipped to do.

In addition, it is not always clear what costs are included in the data that are available, said Parrish. For example, do the data include the costs of related services? If so, what are the costs for the related services and how do those costs contribute to special education expenditures?

The current estimate is that special education programs cost $32 billion a year—a cost that is expected to continue to rise—and that almost 40% of all new education dollars go to special education. But, these numbers are not necessarily alarming.

"There's not a lot of evidence that we see rocketing growth," said Parrish. "Special education costs are rising, not real rapidly, but rising steadily."

Factors Contributing to the Cost of Special Education

Rising enrollment in special education is one of the major factors affecting special education costs. Contrary to media reports, the greatest increase in the number of special education students is not the "high cost" child, the child with a severe or multiple disabilities, but in the number of children with mild disabilities such as learning disabilities.

Educators disagree as to why there is such a large number of children identified as having mild disabilities. Some believe that as we become more sophisticated in diagnosis, we become more leery of "missing someone." As a result, educators may overcompensate and overidentify children with disabilities, especially in those disability categories that have the least amount of objective data such as learning disabilities or behavior disorders. Others attribute the high numbers to overspecialization. When a teacher sees a child with a problem, she or he refers the child to the "specialist." Then the teacher focuses on the next worse child, who is referred to the specialist, and the cycle repeats itself over and over. Others say that general education is not providing enough remedial services for students who are having difficulty in school or is too quick to pass children off to special education.

"Regular education is not doing its fair share in preventing some kids from being identified as needing special education and related services," said Judith Heumann, Assistant Secretary of the Office of Special Education and Rehabilitative Services. "...Special education is spending more money because regular education is not living up to its responsibilities."

Sociodemographic factors also play a role in more students having disabilities. Poverty, drug use among parents, and poor prenatal care all contribute to disabilities in children.

"Our census grows in special education every year," said Jerry Reynaud a director of special services and CEC's First Vice President. "A lot of kids are coming from areas and homes where educational opportunities have not been as strong, and those kids come to school not ready to learn."

Another high contributor to special education expenditures is the cost of providing related services such as medical or mental health care. Whether it be due to sociodemographic factors and/or medical advancements, schools are seeing more children who need multiple services—and special education is picking up the tab. While another agency or third party, such as medical care, would have paid for related services in the past, these services now fall under the special education umbrella.

"Related services is the fastest growing area that is not a direct instructional cost," said Gail Lieberman, policy advisor for the Illinois State Board of Education and member of CEC Chapter #102. "There is a dramatic difference in how and what services are provided and what school districts are responsible for doing. Senator Frist and others would like to make changes to move related services out of the IEP and make other state agencies responsible for them. It's not likely to happen. They (other agencies) are under the same budget constraints, and they don't have local taxing authority like the school district does, so that doesn't work out."

Ironically, special education can also lose financially when it serves children in the local schools rather than placing them in institutions. Though special education assumes the costs for these children, the money it saves health care or other agencies—approximately $100,000 a year per child—has not been put back into education.

Finally, limits in general education expenditures can result in a disproportionate growth in the cost of special education. Because special education is mandated, its costs can continue to escalate while general education costs remain the same.

Ways to Contain Costs

In these times of fiscal constraints, educators across the nation are looking for ways to contain special education costs and use their funds more flexibly, effectively, and efficiently. For example, some schools are using special education funds for prereferral or intervention services for students who

Continues on page 15

A Potpourri of Events for Students

Join CEC in Supporting *America's Reading Challenge*

Student CEC members have the opportunity to be among the first to respond to President Clinton's challenge to ensure America's children can read by third grade. For his *America's Reading Challenge*, President Clinton has asked 1 million tutors to provide up to 100 hours of extra reading help for more than 3 million children. CEC is supporting *America's Reading Challenge*, and you can take part in this exciting program.

Student CEC members currently work with children in various ways. Joining *America's Reading Challenge* provides an added service on top of what Student CEC members are already doing. Each Student CEC member can design a program to fit into his or her individual schedule. CEC is working with the Department of Education to see if practicum or student teaching experiences can be tailored to include time spent reading with kids. Also, certificates may be provided to all Reading Challenge volunteers by the Department of Education

CEC further supports Student CEC members joining *America's Reading Challenge* because we believe it will benefit you. Not only will you gain additional experience working with children, you will also increase your exposure in the schools—an added plus when it comes time to apply for teaching positions.

Since this is a service Student CEC members can easily provide, we would love to have 100% participation from our 11,200 members. To get involved, contact your chapter president to commit to the challenge. Presidents will call CEC at 800/845-6232 with a list of participants. If you don't know your chapter president, give Karen Vermaire Fox a call at 800/845-6232 to let her know of your interest in the program.

CEC will provide further information as it becomes available from the Department of Education.

Get involved in this program today!

Make It and Take It with Student CEC

Are you looking for ideas to help you be a better educator or searching for activities to keep your chapter members involved in Student CEC programs? Then the first annual Student CEC *Make-It, Take-It* workshop is for you. Student CEC members from around the country will gather at the annual convention in Salt Lake City, UT, on Wednesday, April 9, from 1:00 - 4:00 p.m. to share ideas and learn from one another

Workshop participants will learn new ideas from their peers and walk away with ready-made materials to assist with classroom teaching or building Student CEC chapters. Don't miss this opportunity to get a head start on teaching materials and a truckload of good ideas for your classroom!

Following are a few tips to get you started.

What do you do when you have 5 minutes of class time left?

I pull out cards with different topics on them and ask students to talk for 30 seconds on a particular topic. We have fun listening to students share their opinions, and the speaker gets to practice talking in front of a group.

Polly Parrish, Mobile, AL

How do you practice math skills?

Using a deck of cards, draw two cards. The first student to complete the math sum correctly wins the cards. For example, the 2 of hearts plus the 6 of diamonds equals 8. The student with the most cards wins the game.

Doreen Kim, Lafayette, IN

What do you do to recruit new members to your chapter?

We visit all the education classes and make announcements about our first meeting. We also send out announcements to all education related organizations. Talking in each of the classes is a lot of legwork, but it's our best recruiting tool.

Purdue University Chapter #762

How does your chapter stay aware of public policy issues?

We testify at governmental forums as advocates for special education. During Senate hearings related to PL-21, the Puerto Rico Special Education Program Law, we attended the hearings and shared our points of view with the members of the committee.

University of Puerto Rico Chapter #952

For more information about the workshop, contact Michelle Marchant at 801/797-3246 or send an e-mail to slfy4@cc.usu.edu. ■

Student CEC to Elect President Elect

During the 1997 Student CEC Board of Governors Meeting, the governors will consider changing the Student CEC constitution to establish the position of president elect on the Student CEC Executive Committee. The president elect will be responsible for coordinating the Student CEC CAN Coordinators, working with various ad hoc committees, and overseeing the implementation of the Student CEC Action Plan. The president elect will serve as Student CEC president the following year.

An election among Student CEC members interested in running for president elect will be conducted at the 1997 annual convention if the motion is passed by the Student CEC Board of Governors and approved by the CEC Board of Governors.

Petition packets for president elect are due March 17, 1997. If you are interested in running for the position of president elect or need more information, please call Karen Vermaire Fox at 800/845-6232.

New Report Outlines Canadian Education Initiatives

Education Initiatives in Canada, 1996: A report from the provinces and territories gives an overview of major educational activities and initiatives currently underway in Canada. A summary of the major points follows.

System-wide Trends

- More cooperative efforts at the regional and national levels—This effort involves increased cooperation and sharing of services in such areas as curriculum and development, assessment, program evaluation, technology, and transferability of credits between institutions.
- More accountability to the public.
- Information technology as an integral part of education—Helping students be prepared to participate in the information age is a high priority. It involves the identification of skills; investments in computer hardware, software, and cabling; professional development; and the linking of all institutions to the Internet.
- Less funding for education—Efforts are being made to ensure that declining resources are allocated to the classroom rather than administration.

Elementary and Secondary Education Trends

- Fewer school districts/boards—Initiatives to amalgamate school districts are combined with the introduction of school councils. It is hoped these changes will promote more parent involvement, streamline education administration, and reduce expenses.
- Curriculum outcome and standards—Curriculum renewal focuses on what students should know or be able to do to make education more relevant, improve student achievement, and make service delivery more cost efficient.
- More testing and provincial examinations—Several jurisdictions are implementing comprehensive, multi-year assessment programs tied to their own curriculum standards and outcomes.
- Transition programs—Initiatives to help students transition from school to work involve changes to vocational and technical education, apprenticeship programs, and career counseling and cooperative programs. ■

For more information, see the Council of Ministers of Education home page: http://www.cmec.ca

IDEA, *from page 1*

IDEA Changes at the Federal Level

CEC believes Congress should address the following issues, either in this session or a later one:

- Modify the discipline provision. The Jeffords amendment in the Improving America's Schools Act, which states that schools should be allowed to remove from the classroom students who bring weapons to school, should be made permanent. However, the amendment should be expanded so that alternative discipline procedures are authorized in additional cases where a child poses an immediate threat to classroom safety. CEC further believes that no child should be permanently expelled and that children with disabilities who are suspended should continue to receive a free, appropriate public education.
- Give states the option of using the term "developmental delay" for children ages 3-8. This change would allow children with disabilities to be served in the primary grades without placing them in specific disability categories.
- Require states to offer mediation as an option to parents. Such legislation would help parents and the schools to work together and reduce the sometimes adversarial nature of current due process procedures.
- Schools should not have to reimburse state/federal attorneys who are publicly funded (though schools would continue to pay the costs of private attorneys).
- Schools should not have to fund uni-

Continues on page 9

CEC's Human Rights Task Force Keeps Awareness High

Formed at CEC's 1994 convention, CEC's Human Rights Task Force was charged with assisting and advising CEC in developing long-range plans and policies on human rights. The task force also monitors situations in which human rights are in jeopardy and promotes awareness among CEC members.

Since its inception, the task force has monitored a broad range of issues, such as the treatment of students with behavioral disorders, implications of genetic testing for people with disabilities, the ramifications of Do Not Resuscitate orders, and the overrepresentation of diverse students in special education.

To promote member awareness and involvement, the task force provides human rights topical sessions at CEC conventions and other professional events. At this year's convention, the Human Rights strand will emphasize issues of dignity, respect, service, and equal access within a safe learning environment. In addition, the ramifications of proposed legislation in Utah, which attempted to ban or restrict the freedom of students to form gay clubs in schools, will be addressed.

Join the 1997 Multicultural Summit

Help Set the Agenda for CEC Initiatives in Multiculturalism

This year's Multicultural Summit promises to be our most exciting one ever. We will analyze the results of the roundtable discussions held in previous summits and develop action plans and strategies to impact areas of high interest. Topics that will be addressed include:

- Crosscultural Communication.
- Crosscultural Competencies.
- Managing in the Dominant Culture.
- Organizational Responses to Multicultural Issues.

Don't miss this dynamic interchange Saturday, April 12, 9:45 a.m. to 12:00 noon at the Marriott Hotel.

Division Focus

CASE

The Council of Administrators of Special Education

CASE is finalizing plans for the CASE activities at the CEC 75th Anniversary Convention in Salt Lake City in April. Fun Night will be a very special evening at Snowbird for CASE members, friends, and guests. The January/March issue of the CASE Newsletter will carry registration forms. Nonmembers should contact the CASE office at 505/243-7622 or FAX, 505/247-4822 to reserve a spot. This traditional CASE highlight will accompany a full spectrum of professional programs, meetings, and other CASE activities.

Make sure you attend the CASE annual meeting. The election results for the positions of secretary and governor to the CEC board of governors will be announced, as will the CASE award winners and CASE units that have won awards for their work in the previous year.

Activity on the Washington, DC, front continues. The CASE biannual booklet on how local school districts expend IDEA funds is almost ready for press. Work continues on reauthorization and on efforts to secure additional funding for IDEA.

CCBD

The Council for Children with Behavioral Disorders

Meet us in Salt Lake City for CCBD activities. A whole day of exciting activities are planned you on CCBD Division Day, Thursday, April 10, 1997. Dynamic sessions on bullying, resilience, aggression, gang intervention, level systems, collaboration, multicultural competence, social skills, and more will be presented by renowned educators. Special sessions include:

- Discipline: The Debate that Dominates.
- Showcase Session: The CCBD Birthday Bash—Celebrate Deviancy.

The annual CCBD business meeting will be held after the Showcase Session, 5:00 - 6:30 p.m. at the Marriott Hotel. Immediately following at 6:30 p.m. will be the CCBD Reception.

A meeting for member concerns, student concerns, and regional services will be held Friday, April 11, 1997, from 10:30 a.m. - 12 noon at the Marriott Hotel.

CEC-DR

The Division for Research

The CEC-DR program for the April meeting in Salt Lake City promises to provide useful ideas for nearly anyone who's a member of CEC:

- Winners of the CEC Research Award, Tanis Bryan and Charlie Greenwood, will discuss their research careers.
- Sharon Vaughn will provide insight about how to conduct research using focus groups.
- Phil Strain and Reid Lyon will discuss prevention of social and academic problems for young children.
- Herb Rieth, Cindy Okolo, Ralph Ferretti, and David Scanlon will present key findings about teaching students with disabilities in content area subjects.
- Tom Keating, Beth Harry, Phil Ferguson, Carmen Arreaga-Mayer, and Judy Carta will provide their personal perspectives on living in a family with a person who has a disability.
- Doug Fuchs, Luanna Meyer, Sandra Hopfengardner Warren, Gerald Tindal, and colleagues will discuss research on inclusion.

All past CEC-DR presidents will attend the Division's 10th business meeting on Thursday April 10, at 5:30 p.m.

CEC-PD

The Pioneer Division

CEC-PD will hold several exciting sessions at the 1997 convention, including:

- Finding Your Roots by June Robinson.
- Ken Wyatt, CEC Pioneer by Glenn Vergason (Showcase Session).
- Lizzie: Elizabeth E. Farrell, Founder of CEC by D. Conners.
- History of the Provision for EBD Pupils within the UK: What Was Effective by John Visser.

The executive board meeting will be held Friday, April 11, 1997, 10:30 a.m. - 12 noon.

CEC-PD will hold its annual membership meeting on Saturday, April 12, 1997, at the Olive Garden Italian Restaurant. The meeting will start at 5:00 p.m., with dinner to follow at 6:00 p.m. The restaurant is wheelchair accessible. Prior reservations and payment are necessary. Cost is $14 each, including tax and gratuity. Mail your check to Bob Henderson, 1310 South Sixth, Champaign, IL 61820-6990. Questions? Call 217/244-3559; fax, 217/333-6555; e-mail, bob-h@uiuc.edu.

CEDS

The Council for Educational Diagnostic Services

The CEDS schedule during the Salt Lake City Convention covers a wide variety of assessment topics. Please check the convention bulletin for the presentations. Be sure to join us for our annual business meeting on Thursday, April 10, from 5:00 -6:00 p.m. The CEDS social will follow from 6:30 - 8:00 p.m. Check the convention bulletin for exact locations.

DCCD

The Division for Children's Communication Development

The showcase speaker for DCCD at the annual convention will be Dixie Sanger, who will speak on Language Issues Associated with Female Juvenile Delinquents, April 10, at 1:15 p.m.

DCDT

The Division on Career Development and Transition

DCDT announces its Ninth International DCDT Conference, "Creating Amazing Transitions," to be held October 16-18 1997, in beautiful, warm Scottsdale, AZ. Join national, state, and local leaders in the field for 3 days of informative discussions and presentations on the most critical issues facing children, youth, and adults with special needs who are preparing for life. Strand topics include:

- Assessment for transition.
- Education reform, policy, and systems change.
- Employment.
- Multicultural and international issues.
- Technology and transition.
- At-risk populations and young offenders.
- Postsecondary programs and issues.
- Professional preparation.

- Family, community partnerships, and interagency coordination.

For a copy of the Call for Papers or conference registration information, contact Ann Marie Cook, 703/818-1267 (H), 703/691-7826 (O), e-mail, ACook VTVSN@aol.com.

Headquarters for DCDT activities will be the Red Lion Hotel during the 1997 convention in Salt Lake City, UT. State DCDT leaders are invited to attend the DCDT Leadership meeting to discuss events in their states as well as to gather ideas regarding DCDT membership growth around the country. For more information, contact Carol Kochhar at 202/994-1536 or e-mail at kochhar@gwin2.circ.gwu.edu

Because of the tremendous amount of interest in issues related to transition of students with disabilities from school to adult life, CEC is sponsoring a special Transition Strand, "Celebrating Transition: Shaping the Future, Building Community," at convention.

DEC

The Division for Early Childhood

DEC awarded the following individuals for their contribution to the field: Vicki Stayton was awarded the Merle B. Karnes Award for her leadership and significant contributions to DEC; Frederick J. Weintraub, the DEC Service to the Field Award for his career of service to children with special needs and their families; Lisbeth Vincent, a DEC Service to the Field Award for her inspirational leadership, distinguished scholarship, and boundless vision; and Joseph Ballard, a DEC Service Award to the Field for his leadership on the passage of public policies.

Two awards of merit from the DEC President were awarded to Jacqueline A. Schakel and Shiela Dove Jones.The DEC Graduate Student Award went to Tamara C. Timko as the outstanding doctoral student in the field of Early Childhood Special Education, 1996.

DISES

The Division of International Special Education and Services

CEC and DISES have established the first-ever International Room at the Salt Lake City CEC convention. CEC members from other countries and guests will find a warm welcome and assistance there, as well as a convenient meeting place. DISES volunteers will assist with questions concerning the program or other matters. The room will be located in the Marriott headquarters hotel and will be available April 9 -12.

IDEA, *from page 7*

lateral private school placements. CEC believes the Individualized Education Program (IEP) team should decide a child's placement; and if the parents do not agree with the decision, they should pursue mediation or due process.

- Maintain all of the authorities of the support programs. IDEA's support programs have proven to be essential for innovative and effective special education practice. Through personnel preparation, research and development, technology, and other programs, educational outcomes for all children are improved.
- Permanently authorize the Early Intervention Program for Infants and Toddlers. By permanently authorizing this program, Congress can guarantee that children from birth to 21 who are eligible for services will receive them.

Issues to Be Addressed Via State and Federal Regulation

CEC recommends that the following issues concerning the education of children with exceptionalities be addressed through changes in state and federal regulations, policy guidance, and activity under the support programs.

- Reduce Unnecessary Paperwork—The U.S. Department of Education and state regulatory agencies should help schools reach a balance between good practice and implementation without increased paperwork and administrative burden.
- Require Other Agencies to Share the Cost of Services—State agencies working together with guidance from the federal level is needed to enact interagency collaboration. Collaboration between education, health, mental health, juvenile justice, and social services can help us better deliver services to children with exceptionalities and meet fiscal, personnel, and administrative responsibilities.
- Improve the IEP—State and local education agencies should take responsibility to simplify their IEPs and make them more meaningful to teachers and parents. By refining the IEP, it could be used to monitor student progress as well as serve as a means to promote dialogue between parents and school personnel.
- Make Assessments and the 3-Year Reevaluations Instructionally Relevant—The support programs should assist in the research and demonstration of alternative assessments for children with exceptionalities. CEC further believes every child served under IDEA should be evaluated for services during the annual IEP process. However, the 3-year reevaluation has often resulted in unnecessary eligibility testing of children with disabilities. The regulations should allow schools to avoid repetitive testing unless the parents or professionals involved specifically ask for the testing.
- Modifying Practice to Include Accountability and Assessment of Student Outcomes—The support programs can assist in addressing accountability and student outcomes. Through the support programs, we can examine the array of practices already being tested by states and districts and build on them with new techniques and practices in key reform areas.

Other Testimony

In other testimony, educational and parent organizations maintained the stand that IDEA is a good law that needs only some fine tuning. The major areas of concern focused on relief from the financial costs of special education and discipline. Congressional members responded to pleas for ways to ease the financial strain some school districts and states are facing by pledging their commitment to seeing that Congress meets its original promise of providing 40% of the funding of special education programs.

In a clear turn around from last year's discussions, those testifying expressed near unanimous agreement that services for children with disabilities should not be terminated as a disciplinary measure. Rather, those testifying recommended that those students with disabilities whose acts necessitate removal from the classroom should receive educational services in alternative settings.

For a complete copy of CEC's testimony, see the CEC Web site: http://www.cec.sped.org. ■

Write for CEC!

Each year the Director of Publications and the Editors of *Exceptional Children* and *TEACHING Exceptional Children* conduct a session at the convention to provide information to potential authors. Each attendee receives author guidelines for the journals and/or the publication's program as well as information about royalties and themes for the coming year. Presentations are geared to help writers better understand the criteria for selection of manuscripts and the niche that CEC is trying to fill in the professional special education literature area. Individuals who have published with CEC are invited to attend the sessions to help respond to attendees' questions from the author's perspective.

China-U.S. Conference on Education

The China-U.S. Conference on Education, to be held in Beijing, People's Republic of China, July 9-13, 1997, will feature presentations of professional papers, an interactive learning center, and site visits to Chinese schools. Cost is $3,350.00. For more information,see Global Interaction's Home Page: http://www.goodnet.com/~global/ or call 602/943-3922.

School-to-Work Transition

Life Centered Career Education

Regional Training

Where: Chicago, IL
When: May 1-2, 1997
Tuition: Members $199
Nonmembers $249
Students $150

Call now!
800/224-6830

Division Showcase Sessions Offer a Wealth of Information

CEC's divisions have an exciting lineup for you at the 1997 annual convention. Following is a preview of what's to come.

- **Discipline—The Debate That Dominates: A Panel of Associations Addresses the Question**—CASE helps resolve the controversial questions about the discipline of special education students; safe schools; and free, appropriate public education for students with disabilities.
- **The CCBD Birthday Bash: Come and Celebrate**—CCBD is celebrating its own 33rd birthday. See leaders in the field of behavior disorders and share what CCBD and the field has meant to you.
- **What Every Primary Grade Teacher Should Know About Preventing Academic and Social Problems**—CEC-DR's session explores how primary teachers can assess and help students likely to experience reading or social problems.
- **Ken Wyatt, CEC Pioneer**—CEC-PD will honor Ken Wyatt, renowned special educator and long-time CEC member.
- **Assessment: Past, Present, and Future**—CEDS' program presents an historical perspective of assessment, current practices, and future trends.
- **Language Issues Associated with Female Juvenile Delinquents**—DCCD's session explores female juvenile delinquent communication difficulties that may contribute to social and academic problems.
- **School to Careers: The Next Step for Transition**—DCDT brings you a panel from Utah, one of 27 states implementing School-to Work systems change. The session will emphasize inclusion of special populations and the importance of collaboration in the program.
- **A Working Session to Reshape the Schooling of African-American Children**—DDEL responds to the persistent school failure affecting African-American children and youth.
- **Inclusion Stories: Current Findings of the Early Childhood Research Institute on Inclusion (ECRII)**—Explore with DEC ECRII's findings on the definitions of inclusion, goals, and barriers/facilitators to achieving these goals.
- **Dohsa Therapy: Japan's Innovative Treatment for Individuals with Physical and Other Disabilities**—DISES brings you a demonstration on Dohsa Hou Therapy.
- **IDEA Reauthorization and State Reform—Any Help for Students with Learning Disabilities?**—Join DLD and other organizations in drawing attention to the importance of research-based instructional tools and practices.
- **DPHD Breakfast and Historical Panel Presentation: The Education of Students with Physical Disabilities Past, Present, and Future**—Five former DPHD presidents present a history of the education of students with physical disabilities and look at expectations for DPHD in the future.
- **Division on Visual Impairments—Five Decades of Accomplishment**—Review DVI's history and evolution.
- **The Educational Meaning of Mental Retardation: Toward a More Helpful Construct**—An MRDD panel focuses on definition and terminology issues in the field of special education for students with mental retardation.
- **Gifted Education and Cultural, Racial, and Ethnic Diversity: A Dialogue Across Differing Views**—TAG's presentation explores issues concerning minority involvement in gifted and talented education.
- **Assistive Technology National Policy Study: Implications for Local Schools**—TAM's session describes the results of two national studies on assistive technology policies of state departments of education and local school districts.
- **Enhancing Teacher Education Through Successful School Partnerships**—TED presenters discuss the role that school/university partnerships play in teacher reform. ■

Virtual Utah—Surf Salt Lake City!

Before you finalize your travel plans for CEC's 1997 convention, take a virtual trip to Salt Lake City by way of the World Wide Web. Salt Lake City abounds with natural beauty, dining, shopping, and recreational opportunities; and numerous web sites offer a sampling of Salt Lake City's travel gems.

So before you pack in anticipation of professional growth, networking, and exciting sessions and speakers at the convention, surf Salt Lake City and expand your agenda!

Utah Travel and Adventure On Line

http://www.utah.com/

This grand web site offers a comprehensive view of Utah's travel appeal. You can begin your visit with the photo tour, which provides an overview of the diversity of Utah's natural beauty.

For a closer look at the Salt Lake Valley, select "Destinations" and then "Wasatch Province Front." This area highlights Utah's urban corridor, Salt Lake City, and provides links to attractions in the Salt Lake Valley. The "Travel Resources" area, accessible from the home page, provides phone numbers and contacts for travel information.

Salt Lake Convention and Visitors Bureau

http://www.saltlake.org/

The stunning photograph of Salt Lake City displayed on this home page beckons travelers to explore. View the "Beauty Shot of the Week," where you will find links to a "Walking Tour," "Life After Dark," and "Cultural/Religious Diversity."

Be sure to shatter the "Major Myths About Salt Lake," and don't miss the links at the bottom of the home page that will lead you to lists and descriptions of area shopping, sports and recreation, and attractions and tours.

Trolley Square Online

http://www.cache.net/westmall/trolleysquare/

Interested in a little shopping during your stay in Salt Lake City? A virtual visit to Trolley Square will surely entice you to see the real thing. From the home page, choose the "Walking Tour" to learn the history of Trolley Square and the fascinating architectural remnants of the past that have been used to construct this unique shopping and dining area.

Trolley Square Online lists its shops by category, as well as its restaurants and entertainment facilities. Fill out Trolley Square's online form, and you will be entered to win 2 pounds of old-fashioned saltwater taffy!

Ski Utah

http://www.skiutah.com/

Find out why Utah boasts "The Greatest Snow On Earth" with a visit to Ski Utah. Seven ski resorts are within a 1-hour drive from Salt Lake City, and the skiing season generally continues through April. Ski Utah provides extensive information about 12 area resorts, travel and lodging, off-season resort events, and daily snow reports.

If you are interested in hitting the slopes, the Ski Utah site should be your first stop in your virtual tour of Salt Lake City!

You can begin your virtual tour of Salt Lake City by way of CEC's convention home page at http://www.cec.sped.org. Click "continue" to reach CEC's home page, select Professional Development Events, and follow the convention information link.

In addition to following the link to "Virtual Utah," take a moment to peruse the information posted on other recreational and social events. Whether you wish to participate in the "Run, Walk, or Roll Fun Run," play a round of golf, or hit the slopes, don't miss the chance to "virtually explore" what this year's convention has to offer. ■

TAKE IT FOR *granted*

Personnel for Education of Individuals with Disabilities—To increase the quantity and quality of personnel available to serve individuals with disabilities. Deadline: March 28. Eligibility: Higher education institutions, state agencies, and other nonprofit agencies. Contact: Patricia Wright, 202/205-9377.

Early Education Program for Disabled Children—For model demonstration projects and outreach projects to address the needs of children with disabilities and their families and help state and local agencies expand and improve their programs and services. Deadline: March 28, 1997. Eligibility: Public agencies and private nonprofit organizations. Contact: Ernestine Jefferson, 202/205-8761.

Secondary Education and Transition for Youths with Disabilities—For outreach and model demonstration projects to improve the transition from secondary school to postsecondary environments. Deadline: March 28, 1997. Eligibility: Education agencies, higher education institutions, and other public and nonprofit organizations. Deadline: March 28, 1997. Contact: Patricia Wright, 202/205-9377.

Postsecondary Education for Individuals with Disabilities—To develop, operate, and disseminate model demonstration projects of postsecondary vocational, technical, continuing and adult education for individuals with disabilities. Deadline, March 28, 1997. Eligibility: State education agencies, higher education institutions, vocational and technical institutions, and other nonprofit education agencies. Contact: Patricia Wright, 202/205-9377.

IDEA Special Studies Program—To assess the impact of the Individuals with Disabilities Education Act. Deadline: April 14, 1997. Eligibility: Public or private agencies, institutions, organizations and other parties. Contact: Jeffrey Payne, 202/205-8894.

Recommended Special Cinemas

- **The Acorn People (1981)**
- **Amy (1981)**
- **Benny and Joon (1993)**
- **Bill (1981)**
- **Bill on His Own (1983)**
- **Birdy (1984)**
- **Children of a Lesser God (1986)**
- **A Circle of Children (1977)**
- **Lovey (1978)**
- **David and Lisa (1962)**
- **Dominick and Eugene (1988)**
- **The Elephant Man (1980)**
- **Gaby—A True Story (1983)**
- **I Never Promised You a Rose Garden (1977)**
- **Little Man Tate (1991)**
- **Lorenzo's Oil (1992)**
- **Mask (1985)**
- **The Miracle Worker (1962) (1979)**
- **My Left Foot (1989)**
- **One Flew Over the Cuckoo's Nest (1975)**
- **Ordinary People (1980)**
- **Searching for Bobby Fischer (1993)**
- **The Stone Boy (1984)**
- **Sybil (1976)**
- **The Waterdance (1992)**
- **The Wild Child (1962)**
- **Wildflower (1991)**

Get to Know CEC's International Members and Guests!

Join us at the convention Hospitality Room where attendees of all nationalities can meet, network, share cultures, and future plans. The International Hospitality Room is located in the Exhibit Hall area near the Poster Sessions. Operating hours are:

April 10 - 11:00 a.m. - 6:00 p.m.
April 11 - 9:30 am. - 5:00 pm.
April 12 - 9:30 am. -4:00 p.m.

Movies—A Unique and Effective Tool for Special Educators

BY EDWARD KELLY

Special cinema—movies portraying persons with exceptionalities—has great potential for special educators. Movies have the ability to provide powerful insights into exceptionality and its impact on the individual and his or her family and friends that no textbook description can equal. They can increase public understanding of the challenges special educators and other service providers face in teaching and providing therapy and special programs. And, special cinema can help all of us answer those perennial questions posed by family and friends about the realities of being and/or working with individuals who are exceptional.

The Qualities of Effective Special Cinema

While special cinemas can compel greater understanding of exceptional individuals and the work of special educators, to do so they must meet certain criteria. First, to command attention in today's sophisticated video world, they must be of high quality. Their screenplays, direction, individual and collective performances, cinematography, and film editing must be of sufficient quality that they attract and maintain viewer attention.

Second, special cinema should emphasize the dramatic rather than the theatrical. Dramatic movies enable us to understand and identify with the individuals portrayed. Thus, their personal characteristics and values, conflicts and insights, triumphs and failures become as our own. A good example of a dramatic movie (which also happens to be quite humorous) is *Benny and Joon*. In this movie, Joon has schizophrenia and another character, Sam, has a disability such as a learning disability. Through the movie, the viewer walks in the characters' shoes and gets to know what it means to have their problems.

Theater, on the other hand, externally colors characters and actions, providing entertainment without understanding or identification with the characters in any meaningful sense. An example of a movie that uses a disability as a theatrical device is the popular suspense film *Wait Until Dark*. In this movie, the heroine's blindness is used as a gimmick—if she were not blind, a lot of the suspense would be gone. After seeing this film, the viewer has no more understanding of what it means to be blind than before.

Third, effective special cinemas should enhance our understanding of exceptionality. The best films remind us that we are still working with a human being, not just a "disability." It gives us the opportunity to try living with a disability and to gain more appreciation of what it means to have a disability. Such films encourage us to:

- Better observe the behavior and the impact of exceptionalities on affected persons, family members, peers, and those who work with and/or teach them.
- Identify/bond with persons with disabilities to obtain fresh insight into their humanity, irrespective of their condition or its severity.
- More fully understand the implications of perceived "deviance" and "normalcy" in family, school, and other contexts.
- Help prospective and current educators better understand the students they work with. After "walking in the shoes" of an individual who is disabled, the educator can better understand why their students perceive a situation a certain way or act in a particular manner.

In addition, special cinema can help students with disabilities understand that they are not alone. These films can further provide inspiration and hope to students with exceptionalities, as well as help them find the courage to overcome their disabilities. ■

Edward J. Kelly is a member of CEC Chapter #406. He is a professor of special education at the University of Nevada, Las Vegas.

Goodbye "Mr. B." We'll Miss You

Don Butzko, CEC's 1996 Teacher of the Year, Dies

Don Butzko, 60, CEC's 1996 Clarissa Hug Teacher of the Year, died of cardiac arrest on January 12, 1997, in New Orleans.

Butzko, known affectionately to his students as Mr. B., taught students with mental retardation and learning disabilities. Throughout his career, he earned a reputation for the big hugs in which he enfolded his students and for always "being there" for his kids, day or night. The door to his room was always open. Evenings often found him at a school play or sports event, cheering his students on; or he was on the phone, calling students and/or parents to work out problems, academic or social.

Butzko believed in building a student's self-esteem, as well as his or her academic skills. First and foremost, he never gave up on a student, and he never let them give up on themselves. "We don't *try* in my classroom," Butzko would say. "My students learn that they will always *do* their best."

Butzko's affection for his students was returned many times over, as evidenced by their annual visits to his classroom to let him know what was going on in their lives since graduation and the many pictures of them—and *their* children—on his bulletin board.

In addition to teaching, Butzko authored several articles on special education. He was also an active and contributing member of CEC. Butzko served as a member of the CEC Board of Governors, the Delegate Assembly, the Finance and Operations Standing Committee, and several task forces. He also served as president, president-elect, past president, and treasurer of the Connecticut Federation.

Whether acting as a teacher, friend, or fellow CEC member, Butzko's relationship with others is expressed in the following poem, which he wrote:

Love is a precious gift.
Never be afraid to
Touch someone's life,
Never be afraid to show it.
Love is a precious gift.
Always remember,
Never be afraid to
Touch someone's life,
Never be afraid to
Give your love to someone,
Never be afraid to
Share your love with someone.
It could be for as short as a fleeting
Moment or last a lifetime.

Thank you, Don, for sharing your love with so many. We'll miss you. ■

CEC honor roll

Phoebe Irby, special education teacher in Brandon, FL, and member of CEC Chapter #194, was selected as the Disney/McDonald's Teacher of the Year.

Lisbeth Vincent, a professor at the University of Montana and member of CEC Chapter #592; **Frederick J. Weintraub**, CEC's Assistant Executive Director of Professional Standards; and **Joseph Ballard**, CEC's Assistant Executive Director of Public Policy, received the DEC Service to the Field Award.

Dennis Vogel, elementary school principal in Huntingtown, MD, and member of CEC's Maryland Federation, was selected to win the *Washington Post* Distinguished Leadership Award.

Sharon Walsh, early childhood consultant and member of CEC Chapter #192, was appointed monitor to review semi-annual reports Illinois must make to the court to ensure its compliance with Part H services to infants and toddlers.

EXTRA credit

Research Scholarships—The Donald D. Hammill Foundation annually awards up to five research scholarships to assist doctoral students who require financial aid to complete their dissertations. The scholarships, for which you may request up to $5,000, must be directed toward individuals with disabilities. The deadline for applications is May 30, 1997. For more information, contact The Donald D. Hammill Foundation, 512/451-0784.

USA Today's Classline Goes on the Web—USA Today's Classline Web site is an electronic teacher resource center offering daily activities linked to the day's top news stories. Address: http://classline.usatoday.com.

Teacher Award—The 1997 Sallie Mae First Class Teacher Award is given to an exemplary new teacher from every state. In addition to a trip to Washington, DC, winners will receive a $1,500 cash award and a sculpture from Sallie Mae. Deadline: March 31, 1997. For information, call 703/528-0700.

Training for Working with Individuals with Deafness—The National Technical Institute for the Deaf is presenting Working Together: Deaf and Hearing People, a series of free workshops for employers and teachers to learn how to work better with their employees and students who are deaf. For more information, call Lorie Fidurko, 716/475-6834.

Resource for Educators of Native Populations—The 1997 edition of the *Native Education Directory* includes listings for organizations involved in American Indian and Alaska Native education. It includes federal programs, media and periodicals, state and territorial government and nongovernment organizations, and colleges and universities offering native educational opportunities. Cost: $12.00. To order, call 800/624-9120.

Closed Captioned Programming for Children—Encore Media Corporation's (EMC's) WAM! America's Kidz Network is including closed captioning on its educational series F.R.O.G, a 20-part series that uses children as peer teachers.

CEC Members Speak Out on Ebonics

CEC Today asked several of our members who have expertise on cultural diversity and language for their opinions on Ebonics. Following is a roundup of their views.

Amelia Blyden
Chair, CEC's Ethnic and Multicultural Concerns Standing Committee and professor at the College of New Jersey

We must accept the language students are bringing to the school. If at all possible, teachers should learn all they can about Ebonics, just as if they were ESL (English as a second language) teachers and had to learn the language the kids bring to the classroom.

I don't think lessons should be taught in Ebonics in any way. Teachers should model the correct English and get students to switch back and forth. If kids speak in Ebonics, the teacher should translate the language and get kids to switch over. The teacher should point out to kids that they are now using or writing in standard English so they know there is a difference between the language they speak and the language of the classroom.

Photo Not Available

Mary Radaszewski-Byrne
Past President of the Division for Children's Communication Development and professor at Southwest Missouri State University

Ebonics gets thrown into the question of the viability of bilingual education. It probably lacks support given that bilingual education for gaining proficiency in the second language of English hasn't been convincingly demonstrated.

Furthermore, education has to identify its role in society. For example, how much of education's role is socialization and how much has to do with the three R's—the traditional curriculum versus something much broader. Until the identity crises in education gets resolved, an issue like Ebonics is going to be met with resistance.

Gwendolyn Webb-Johnson
Secretary of DDEL and professor at Texas A&M University

Ebonics is a necessary strategy for us to embrace. Whether or not Ebonics is a language or a mode of communication is not important. A lot of people and the media have taken Oakland out of context. Oakland is saying, "Are we willing to educate all kids, to look at where they are and know where we need to take them?" This is modeled after the Standard English Proficiency, a program in Los Angeles that takes what individuals bring to the classroom and uses it to teach them to code switch—what do you say in this context or in that context? What does it mean? You must allow kids to practice using the language without devaluing the integrity they bring to the classroom.

The good thing is that people are talking about educating African-American children. The core of the discussion is do we want to adequately educate African-American kids in this country? If so, we need to do more than the status quo, because the status quo is not doing the job.

James Patton
DDEL Board of Governors Representative and professor at the College of William and Mary

Clearly, some African-Americans speak in a way that shows retentions from certain language patterns in south and west Africa. The Oakland school system was saying we have to take what the students bring and use that to mediate their learning of another language we call standard American English.

Why is this is so controversial? We are talking about power—the power to define what is supposed to be learned and what is not supposed to be learned. The power to define is the power to control.

Ebonics is a side issue and a symptom of the way the establishment continues to mess around with Black people. The larger issue is effective and authentic education of African-American kids.

People don't get outraged that 70% of African-American kids in Oakland are in special education; they don't get outraged about the difference in construction in school buildings in rural communities. These are the larger issues that people are not dealing with. The critics should galvanize people to go into Oakland to get students up to a 3.0 grade point average, start reducing the number of kids referred to special education class and the number of teachers teaching in areas they are not qualified to be teaching in. Focus on that, and Ebonics will take care of itself.

James R. Yates
Professor at the University of Texas

The Ebonics debate may become useful as it identifies as a side issue the horrendous disproportionate representation of minority students in special education. These controversial issues often are really describing ways systems choose to deal with dominated cultures.

The issue is how successful is education in helping an identified segment of the population, African-American students, or for that matter, other culturally distinct groups, to be competitive with other components of society? The Black English is an important discussion but may become a distraction that precludes focusing on the success or failure of the system to educate young people.

It is central in these debates to consider power relationships and the resultant influence base in a society that is becoming increasingly diverse. A powerful mechanism often used is to describe how minorities do not conform to societal norms and expectations in various ways. Describing differences in language and culture as deficits provides a means to keep individuals from diverse cultures in nonequal, noncomparable circumstances. ■

Speaking Out reflects the opinions of individuals. Your comments are welcome!

Costs, *from page 5*

are at risk of special education. Other schools are providing more support programs for general education students, thereby reducing the number of students referred to special education.

"It is appropriate that states focus on assuring special education is for kids who have disabilities, not for all kids who have school related problems," said Thomas Hehir, Director of the Office of Special Education Programs. "People have referred kids who are not disabled who have trouble in school. They need support services, but not special education."

To address the high cost of providing related services, schools are implementing interagency collaboration. For example, schools may work with mental health or social services rather than placing a child in a separate setting. In some instances, schools are encouraged to bill Medicaid where appropriate to defray the cost from the school system, according to Heumann. Steve Kukic, Utah's State Director of Special Education and member of CEC Chapter #512, recommends restricting where and under whose responsibility certain medical services will be provided.

States are also collaborating with other agencies or districts to address the expense of providing services for "high cost" children. Though these children make up only a small percentage of special education students, they can be extremely costly. A child with a severe disability can cost a district $15,000-$30,000 a year, and up to $100,000 if he or she is placed in a residential setting. To help offset these costs, some districts join together to provide services for high cost children. In other areas, states may provide a risk pool, a state-wide fund to help a district pay for services for a child with a severe disability.

Additionally, a number of states are considering or have already changed their funding formulas to help deter escalating special education costs. Rather than using the child count, which bases funding on the number of children identified as having a disability, some states use a census formula, in which special education allocations are based on a percentage of the overall student population.

Who Is Responsible for Paying for Special Education?

One of the sources of confusion around special education costs is who is responsible for paying for them. Some people believe that with the passage of the Individuals with Disabilities Education Act (IDEA), it became the federal government's responsibility to pay for special education. However, that is not true.

The Constitutionally-guaranteed right of children with disabilities to a free and appropriate public education was established by a number of critical court cases in the 1970s. The courts determined that the responsibility for educating individuals with disabilities rests with states and local districts. IDEA was drafted partially to help states with the financial burden of meeting their Constitutional responsibilities.

The costs of special education are shared by the federal government, the states, and local districts. Across the nation, states provide 56% of the funds for special education, and local sources provide 36%.

Last year, Congress appropriated $791 million dollars more for special education, increasing the federal government's contribution from 7% to 10%. During the IDEA reauthorization, it is expected that Congress will be asked to contribute more for these programs. In this Congress' initial Senate hearing in January, Congressional representatives pledged their commitment to ensuring the federal government provides 40% of special education costs, which was promised when IDEA was passed in 1975.

Special Education—Providing a Future for Our Students

No one disputes the fact that special education costs money. But, special education has nothing to apologize for.

The data show that students with disabilities who do not receive appropriate support through special education and accommodations when integrated into general education classrooms have a relatively high probability of dropping out of school. The social costs of someone dropping out of school are high. These students are less likely to be employed or employed at a job where they can make a decent income, and they are more likely to have problems with the law.

Conversely, children with disabilities thrive when they receive the support and accommodations they need.

"We see kids with significant disabilities going to competitive employment jobs, being supported in the regular classroom," said Hehir. "If we look at the number of people with disabilities since 1980, the current employment rate of people with disabilities is much higher than that of their older counterparts. All trend lines have been and continue to be positive . . . . We have kids who have significant disabilities who can learn to read—can do things that I didn't even believe 20 years ago we would be capable of achieving." ■

Classified Ads

Faculty Search, Department of Counseling and Special Education. Assistant Professor in the Special Education Program. Responsibilities: teach undergraduate/graduate level courses, with major teaching responsibilities in the areas of general special education, multiple and severe disabilities, neuromotor aspects of disabilities, assessment, behavior management, and collaboration with parents and professionals; (2) supervise practicum student teaching and field experiences; (3) advise undergraduate and graduate students; (4) grant writing, scholarly activity, and publication to meet tenure requirements. Qualifications: (1) earned doctorate in special education; (2) minimum 3 years special education classroom teaching experience; (3) eligibility for graduate faculty status; (4) potential for meeting tenure requirements including research and publication. Application: Send vita, letter of application (reference position #620275AB), original copies of graduate level transcripts, and 3 letters of recommendation to: Special Education Search Committee, Office of the Dean, College of Education, University of Akron, Akron, Ohio 44325-4201. Deadline: Review of applications begins April 1, 1997.

CALENDAR OF CEC *events*

march

March 3-4, 1997
Minnesota CEC Federation Conference, Radisson Hotel, St. Paul, MN. Contact: Claudine Knoblauch, 612/572-1216.

March 8, 1997
Washington CEC Federation Conference, "Essential Learning for All." Shoreline Center, Edmonds, WA. Contact: Debra Knessal, 360/478-6886.

March 10-13, 1997
Louisiana Annual Super Conference on Special Education (co-sponsored by LA CEC Federation Conference, LA Dept of Ed., Assoc. for Gifted and Talented Students). Baton Rouge, LA. Contact: Richard Neeson, 318/632-6490.

March 13-14, 1997
New Mexico CEC Federation Conference. Double Tree Hotel, Albuquerque, NM. Contact: Kris Kinney, 505/890-1648.

March 21-22, 1997
Texas CEC Federation Conference, "Capitalizing on Present and Future Challenges." Austin Capitol Marriott, Austin, TX. Contact: Susan Jezek, 713/686-6259.

april

April 9-13, 1997
CEC Annual Convention. "Celebrating 75 Years of Serving Exceptional Children." Salt Lake City, UT. Contact: CEC, 800/486-5773.

April 23-27, 1997
Montana CEC Federation Conference, "disABILITIES." Holiday Inn Trade Center, Billings, MT. Contact: Jack Underwood, 406/873-5629.

April 26, 1997
Maryland CEC Federation Conference, "Positive Approaches to Challenging Behaviors." University of Maryland, College Park, MD. Contact Connie Russell, 301-449-5758.

may

May 1-2, 1997
CEC's LCCE 2-Day Regional Training. Days Inn, Chicago, IL. Contact: Ginny Jenkins, CEC Headquarters, 703/264-9443.

May 2, 1997
New Jersey CEC Federation Spring Conference, "Together We Can Make A Difference." Sheraton Woodbridge Place Hotel, Iselin, NJ. Contact: Cheryl Bomba, 908/271-8025.

May 2-3, 1997
CEC's Professional Development Series '97: Toronto, CAN. Inn on the Park,Toronto, Ontario, Canada. Contact: Ginny Jenkins, CEC Headquarters, 703/264-9443.

May 22-24, 1997
CCEC Conference on Behavior. Brock University, St. Catharines, Ontario. Contact: Don Dworet, 905/688-5550, ext. 3353.

THE COUNCIL FOR EXCEPTIONAL CHILDREN
1920 Association Drive
Reston, VA 20191-1589

NONPROFIT
ORGANIZATION
U.S. POSTAGE
PAID
RICHMOND, VA
PERMIT NO. 930

CEC today

EXCLUSIVELY FOR MEMBERS OF THE COUNCIL FOR EXCEPTIONAL CHILDREN

VOL. 3 NO. 9
APRIL/MAY 1997

Transition Programs Help Students with Disabilities Succeed

Students from South Lakes High School participate in a work-co-op program at CEC Headquarters.

Graduation. It's a day of excitement and goals achieved, a rite of passage into the "real world." Our students walk proudly across the stage, wide smiles lighting their faces, the days of struggle behind them. They made it!

Now what?

Fortunately, with effective transition and school-to-work programs, more and more of our students can answer that question with confidence. They know the career they want to pursue and how to make their dreams come true. New programs not only give students work experience, they also teach students self-advocacy and self-determination skills, enable students to earn academic credits on the job site, or allow students to work toward certification or attend college classes while still in high school.

"We are seeing a lot of progress in states that have been studying student outcomes since 1983," said Carol Kochhar, professor at George Washington University and president elect of CEC's Division on Career Development and Transition (DCDT). "In those places where schools participate aggressively in the development of transition programs, we get unbelievably good outcomes across all disability categories."

However, more remains to be done. To ensure all students with exceptionalities are prepared to enter the work world, transition services need to begin much earlier and extend beyond the high school years. In addition, transition planning must be done for all students, including those with mild disabilities who may not receive such services today. Also, transition programs need to focus more on programs for female students with disabilities, who lag behind male students in college attendance and earning power after graduation. Finally, students with disabilities need to have access to all transition programs, including those developed for general education students.

What Exactly Is Transition/ School to Work?

Transition is an umbrella term for all activities and opportunities that prepare students for significant changes in their lives, including the transition from elementary to junior high or middle school and junior high to high school, as well as the transition from high school to work or postsecondary education. However, most often, transition refers to the change from school to adult living.

In 1990, the Individuals with Disabilities Education Act was amended to

Continues on page 13

CEC Adopts Standards for Administrators and Educational Diagnosticians

The CEC Professional Standards and Practice Standing Committee approved the knowledge and skills requirements for entry-level special education administrators and educational diagnosticians at the CEC convention in Salt Lake City. These standards, which are the first advanced standards CEC and its divisions have developed and adopted, define the minimum of what a special education administrator or an educational diagnostician should know and be able to do.

The standards for administrators will help ensure that those who hold the position of special education administrator have an understanding and knowledge of special education theory and law, as well as effective practices for educating students with exceptionalities.

Continues on page 5

inside

How to Write the Perfect Resume 6
Convention Highlights 7
Should Students Be Paid for Vocational Training? 14

Save Me, If You Can

BY NELLIE L. SPALDING-HUNTER

Here I am
get inside my head—if you dare
I'll chew you up and spit you out
I'm your worst nightmare—
Teacher

Here I am
and this is what I bring
DISORDER
DISTRUST
DISOBEDIENCE

Work with that
and be relieved
that's all I bring

Here I am
abused, neglected, abandoned
so, give me my MEDS and let's
call it a day
I'm special
I'm unique
I'm classified—Top secret

Here I am
I'm standing all

ALONE

I'm tired
I'm scared
I'm fr
us
tr
at
ed

I am what I am, so here I am—
teach me
Save me
If you can.

Nellie L. Spalding-Hunter is a special education teacher from New Paltz, NY. She is a member of CEC Chapter #1191.

CEC Appoints Bruce Ramirez Deputy Executive Director

CEC is pleased to announce that Bruce Ramirez has been appointed Deputy Executive Director.

As Deputy Executive Director, Ramirez's responsibilities will entail providing leadership for and overseeing several key CEC programs, including research and program development, communications, international outreach, and development and fundraising. In addition, Ramirez will work with other organizations to build collaborative relationships that can advance special education.

Ramirez also will assist in establishing future directions for the association, coordinating the implementation of the strategic plan, and developing the policies and activities of CEC's major departments.

"I look forward to this opportunity to assist CEC in moving into the 21st century," said Ramirez. "As the largest professional association serving special education, CEC has much to offer the students we serve, our membership, and the field."

Ramirez brings more than 20 years of professional association experience in special education to this position. He has overseen the direction of key association activities, including professional development, convention, publications, and information services. Ramirez has also led the development of ethnic and multicultural programs and grants/contracts and research programs. In addition, Ramirez has conducted and supervised federally supported projects and served as a consultant and advisor to many other special education and gifted organizations, projects, and centers. ■

CEC Participates in U.S.-Japan Technology Initiative

In a bold new collaboration, education and government leaders from the U.S. and Japan recently joined together to set a course for educational and assistive technology for individuals with disabilities. CEC's Executive Director Nancy Safer was one of the invited representatives for the "U.S.-Japan Common Agenda Initiative on Educational Technology for the 21st Century," which was convened by the U.S. Department of Education.

The conference brought together a wide range of individuals involved with special education and rehabilitation to share their perspectives and exchange information. Educators showed how technology can serve students with disabilities, information specialists explored methods to increase resources for persons with disabilities, and government officials sought new ways to promote more accessible environments for citizens with disabilities. Individuals with disabilities also contributed to the discussion by sharing strategies to increase consumer input into educational and assistive technology.

"This conference supported a wonderful give and take of information," said Safer. "Not only did the participants discuss ways to make technology more accessible to students with disabilities, they also addressed ways to ensure the technology meets the different developmental levels of children. Through collaborative efforts such as this, we will see great strides made towards technological learning tools from which all students can learn and profit in the very near future."

Future areas of collaboration may include:

- Universal design guidelines for manufactured products.
- Internet communication between the consumer and provider communities.
- Consumer input in educational and assistive technology.
- Coordination of international resource providers, including electronic databases. ■

Participate in a CEC Focus Group!

Want to be among the first to find out about CEC's newest publications? Do you have ideas for CEC member benefits that you'd like CEC to investigate? Is there an area of interest you'd like to explore or expertise you'd like to share with others? Would you like to meet other members who share a similar, or different, background? Then you should participate in a CEC focus group!

CEC focus groups offer members a unique opportunity to influence CEC policies and learn about major issues affecting the field. By participating in a focus group, you can make your voice heard outside of your classroom or district, learn the concerns of other educators who work in similar or different settings, and hear a wide range of opinions. Further, you can take the information you learn back to your school and district to help them prepare for upcoming changes in special education.

Participating in a focus group also gives educators an opportunity to gain confidence in their opinions and knowledge and gives them visibility in the field and their district.

How Do Focus Groups Work?

In developing, testing, and evaluating CEC's publications, products, activities, and benefits, CEC learns members' thoughts and opinions in various ways. One way is through focus groups, which are held during the annual convention, at other meetings, or at CEC Headquarters throughout the year. Although some focus groups include members with a particular area of expertise or experience, others involve members from a wide variety of backgrounds and/or geographic areas. By participating in a focus group, you not only help shape the services CEC offers YOU—our member—you also have the opportunity to express your ideas for improving special education policy and practices.

Areas in Which Focus Groups Are Used

Some areas in which CEC has used focus groups include:

- **The spring 1997 CEC catalog**. CEC members reviewed publications considered for inclusion in the catalog; provided feedback and ideas for the catalog's design and format; and suggested topics, publications, and products they would like to have available. CEC's catalog has greatly improved both in its look and the products it offers as a direct result of input from members like you!
- **Membership recruitment and retention activities and our member benefits program**. The decision to increase publication of *TEC* to six times a year and to publish *EC* on a quarterly basis resulted from the recommendations of a focus group. Members indicated a preference for receiving a classroom-based publication more frequently.

CEC has also asked members to target some benefits for review and suggest new benefits.

- **The ERIC/OSEP Special Project**. CEC members provided input for a new publication that reviews practical special education research. The group offered recommendations about the format, types of articles, and the topics of future issues.
- **Urban education**. CEC members from urban areas investigated the issues and challenges facing CEC's urban chapters. The group brought together officers with similar concerns and provided the opportunity for them to network and exchange information. The group discussed topics ranging from membership recruitment methods and services to how CEC Headquarters can work more effectively with urban educators. The information will be used to develop programs and activities for CEC urban chapters.

Focus groups are a unique way for our members to not only help their organization but also have fun, meet other members, and gain new information and insights. If you are interested in participating in a focus group, be sure to submit your Membership Profile (included with your CEC membership card) to provide background information, and keep your address and telephone numbers up-to-date on your membership record. You can also send your name, identification number, contact information, and area of expertise to mbrship@CEC.sped.org or fax it to 703/264-9494 (headline: Focus Group).

Who knows? YOU may be invited to serve on an upcoming focus group! ■

inside

APRIL/MAY 1997 VOL. 3 NO. 9

CEC Today is published 10 times a year, Jan/Feb, March, April/May, June, July, Aug., Sept., Oct., Nov. and Dec., by The Council for Exceptional Children, 1920 Association Drive, Reston, VA 20191-1589. Telephone 703/620-3660, TTY 703/264-9446, lyndav@cec.sped.org.

CEC Today is not copyrighted. Members are encouraged to copy and disseminate information in this publication.

CEC President: Gerald J. Hime

Executive Director: Nancy D. Safer

Editor: Lynda C. Voyles

Contributing Editors: Jacki Bootel, Department of Public Policy; Jean Boston, Publications; Jane Burnette, Grants and Contracts; Anmarie Kallas, Professional Development; Grace Zamora Durán, Membership; Karen Vermaire Fox, Student CEC; Susan Simmons, Membership

Transition Programs Help Students with Disabilities Succeed *1*
CEC Adopts Standards for Administrators and Educational Diagnosticians *1*
CEC Appoints Bruce Ramirez Deputy Executive Director *2*
CEC Participates in U.S.-Japan Educational Technology Initiative *2*
Member Benefits *3*
Advocacy in Action *4*
Student CEC Spotlight *6*
Convention Highlights *7*
Professional Advancement *11*
Division Focus *12*
Speaking Out *14*
Should Special Education Students Be Paid for Vocational Training?
Calendar of Events *16*

Advocacy in Action

CEC Participates in IDEA Forum to Address Reauthorization

CEC is among a small group of key congressional staff, education department officials, and advocacy group representatives invited to discuss issues and try to reach a consensus on the reauthorization of the Individuals with Disabilities Education Act (IDEA). The group recommends reviewing, strengthening, and improving IDEA to better educate children with disabilities and enable them to receive a quality education by:

- Ensuring access to the general education curriculum and reforms.
- Strengthening the role of parents.
- Focusing on teaching and learning while reducing unnecessary paperwork requirements.
- Giving increased attention to racial, ethnic, and linguistic diversity to prevent inappropriate identification and mislabeling.
- Ensuring that schools are safe and conducive to learning.

Other IDEA goals the forum outlined are to encourage parents and educators to work out their differences by using nonadversarial means and to assist educational agencies to address the costs of improving special education and related services to children with disabilities.

CEC IDEA Recommendations

CEC addressed most of these issues in its January 1995 formal recommendations to Congress. We are proceeding from those recommendations as modified by our January 29, 1997, testimony, in which we urged Congress to look at ways to improve IDEA other than statutory change. CEC recommends that improvements in IDEA be achieved by state action, federal regulation, policy guidance, or activities under the federal support programs. For example, the support programs can assist in addressing accountability and student outcomes. Through the support programs, we can examine the array of practices already being tested by states and districts and build on them with new techniques and practices in key reform areas.

CEC will continue to urge the toughest possible test on any proposed statutory change.

As this issue went to press, vigorous discussion had taken place in the IDEA reauthorization meetings, which have been closed to the public. To date, the Hill/ Administration working group has not indicated how it will proceed on any of the issues nor whether IDEA will be amended.

If you have suggestions regarding any part of IDEA's reauthorization, fax them to CEC, 703/620-4334, or Mark Hall (fax, 202/224-2262) between 6:00 pm and 6:00 am (their fax is very busy during the day) or mail to Mark Hall, Office of Senator Trent Lott, SR-487, Senate Russell Office Building, Washington, DC 20510.

For CEC's complete IDEA testimony, call 703/264-9498 or see our web site: http://www.cec.sped.org.

CEC Heads Diversity in Gifted Education Initiative

At the direction of the Advocacy and Governmental Relations Standing Committee (AGRC), CEC Headquarters is heading an initiative to ensure that highly able students, regardless of cultural differences, socioeconomic status, disabilities, or gender, are challenged in meaningful ways and achieve at the highest level. On this initiative, CEC will work closely with The Association for the Gifted (TAG) and the Division for Culturally and Linguistically Diverse Exceptional Learners (DDEL), whose members have content expertise in these matters.

CEC, in partnership with the National Association for Gifted Children, the Quality Education for Minorities Network, and the National Education Association, is planning a summer meeting to address diversity in gifted education. Teacher preparation, standards, and organizational initiatives for the education of the gifted will also be discussed.

"This is a unique opportunity to bring together key organizations to focus on issues of diversity in gifted education," said Gloria Taradash, TAG Board of Governors Representative. "CEC, TAG, AGRC, and DDEL exemplify the synergy that is necessary to bring about change for those children and youth who traditionally have not been considered for gifted services." ■

CEC Supports Changes to IDEA Supporting Earlier Transition Goals for Students with Disabilities

CEC has been working with the IDEA forum to achieve national policy that would require schools to provide transition goals for students with disabilities by age 14.

Current discussions recommend requiring schools to develop annual transition goals for students with disabilities of age 14 that focus on the student's academic needs.

Transition goals required for students with disabilities ages 16 and over would focus on vocational goals. Such goals could include working with other agencies, such as vocational rehabilitation, to provide vocational support. Transition goals could also include career exploration opportunities such as vocational education or participation in supervised work sites, community-based learning programs, or internships.

School-to-Work Meets Opposition

Some groups are opposing school-to-work transition programs, saying these programs represent undue interference in local school governance. The school-to-work programs have also raised fears among some that students will be pushed into a vocational track and not given the opportunity to pursue an academic career.

However, school-to-work programs have also gained some very strong proponents, including educators, parents, and business communities.

CEC supports school-to-work programs as they provide new opportunities for all students, including students with disabilities, to explore the many career options they can pursue. Such career options range from entry-level positions to those that require advanced degrees.

Standards, *from page 1*

The standards for educational diagnosticians will help ensure that those who assess students for disabilities are familiar with the wide range of assessments available, know which assessments to use for various populations, interpret the results accurately, and help teachers apply the results.

The new standards will be published in the next edition of *What Every Special Educator Must Know: The International Standards for the Preparation and Certification of Special Education Teachers.*

"Through the process of developing knowledge and skills, special education professionals are determining what they see as essential to their roles," noted Rachelle Bruno, chair of CEC's Knowledge and Skills Subcommittee. "CEC's knowledge and skills not only are serving as standards for the design and evaluation of professional preparation programs and state and provincial certification but also can be a basis upon which each of us can evaluate our own skills and plan our own professional development."

The standards for administrators and educational diagnosticians are part of CEC's initiative to provide standards for each level of special education practice. CEC will integrate these new sets of knowledge and skills into its certification and accreditation standards. CEC will also disseminate these standards to state and provincial education agencies responsible for certifying special education professionals as well as to colleges and universities that prepare educational diagnosticians and special education administrators. In addition, the standards for administrators and educational diagnosticians will be submitted to The National Council for the Accreditation of Teacher Education (NCATE) for adoption. (CEC's current standards for entry-level special education teachers have been adopted by NCATE and disseminated.)

CEC's commitment to providing standards for the special education field reflects our mission to promote the highest quality educational services for students with exceptionalities. Our knowledge- and skills-based standards can bring consistency across North America and Canada in special education practices, facilitate the mobility of special educators, and help reduce critical shortages in qualified personnel.

"We are quite pleased with the efforts being undertaken by states, provinces, and colleges and universities to align with our standards" said Fred Weintraub, CEC's Assistant Executive Director for Professional Standards and Practice. "CEC is committed to providing the support and assistance they need. This is not about everyone doing the same thing. It's about assuring that future special educators have a minimum common base of knowledge and skills and can practice anywhere that their skills are needed, regardless of where they went to school or previously worked."

Standards for Paraeducators in Progress

The CEC Knowledge and Skills Subcommittee has also developed a draft set of essential knowledge and skills for entry-level paraeducators. The paraeducator standards are being defined in relation to the skills and competencies for entry-level special education teachers.

The paraeducator standards were developed by a task force composed of Theresa Bologna, Rachelle Bruno, Nancy French, Kent Gerlach, Anna Lou Pickett, and Jim Pittaway. Mark Oppenheimer also assisted the task force.

The proposed set of knowledge and skills should be mailed out for validation this spring.

Mentoring Guidelines

The CEC Professional Standards and Practice Standing Committee has also adopted guidelines for implementing the mentoring requirement in CEC's standards for entry-level special education teachers. The guidelines address issues such as establishing the purpose for mentorships and the factors to be considered in a mentorship program, i.e., the training and selection of mentors, mentor responsibilities, matching mentors with mentees, and communication between mentors and mentees.

The guidelines, which will appear in an upcoming issue of *TEACHING Exceptional Children*, were developed by the CEC Subcommittee on Certification chaired by Jane Erin. To develop the guidelines, the subcommittee reviewed the literature on mentoring, particularly evaluation studies of mentoring programs, to determine what seems to work. Particular recognition is given to Lynn Boyer, a member of the subcommittee, for her work in developing the guidelines.

Development of the Standards

The entry-level knowledge and skills standards for educational diagnosticians were developed by the Council for Educational Diagnostic Services (CEDS). The CEDS Professional Standards Committee gathered knowledge and skills statements from state educational agencies that certify educational diagnosticians and colleges and universities that prepare such professionals, culled the statements to 65, and sent them to a random sample of the CEDS membership for validation. Those items deemed essential by the respondents were retained. The revised set of knowledge and skills was approved by CEDS governance. (For a more detailed discussion of the development of the standards see *Diagnostique, 20*, 1-4, 5-16, 1994-95. The CEC Knowledge and Skills Subcommittee reviewed and endorsed the CEDS Standards, which were then adopted by the CEC Professional Standards and Practice Standing Committee.

The standards for entry-level special education administrators were developed by The Council of Administrators of Special Education (CASE). Under the leadership of Margaret McLaughlin, the CASE Research and Development Committee produced a draft of the knowledge and skills statements, which were circulated to the CASE Executive Committee and Board of Governors members. These individuals were urged to circulate them to others for comment. Based on input received, the revised set of knowledge and skills was developed and reviewed by the CEC Subcommittee on Knowledge and Skills, which offered suggested revisions.

The CASE Committee on Research and Development and the CASE

Continues on page 15

How to Write the Perfect Resume

BY CHERYL LYNN HOUTWED

Congratulations 1997 graduates—you are about to wear that hard earned cap and gown, burn your old notebooks, and beg your parents to let you move back home. And in the middle of this hectic and exciting time, one question hangs over your head—what do I do now? Transition from school to work can be overwhelming, but writing a good resume is an important place to start.

Make a Good First Impression

Career counselors agree that only neat, typed, easy-to-read resumes are worth sending. What they do not seem to have a single answer for are questions like what needs to be included? How many pages should it be? And in what order should topics be listed? These questions are debated even among experts.

"The first thing I look for in a resume is neatness and organization," said Keith Waters, principal of Sumrall Attendance Center in Sumrall, MS. "After that, I check for experiences that will promote the individual in the position they are interested in."

"The specific areas in which applicants have experience interests me the most because it gives me an idea of how they will work with certain children and their disabilities," said Rosemarie Bricketto, principal in Princeton, NJ. "If an applicant just graduated, I look at what type of field experiences they have had in student teaching, practicum settings, or internships."

Job Search Resources

The National Clearinghouse for Professions in Special Education (NCPSE) has information and resources to help you find employment. Our "Job Search Pack" includes listings for all the state-supported job banks for teachers, state salary information, contact information for all state licensing offices, information on state personnel shortages, and job search strategies. Call us at 800/741-7824 or contact us by e-mail at ncpse@cec.sped.org. Some of our job search resources are available on NCPSE's Web page, http://www.cec.sped.org/ncpse.html

Organizing Your Resume

Typically, the headings included in a resume are your name, address, education, and experience. Other headings you may want to add include honors and awards, scholarships received, and community service. You may also want to state a career objective at the beginning of your resume that explains your desired position. The most important thing to remember when choosing these categories is to put them in an order that best reflects your strengths.

Another common question deals with what order content should be placed under each heading. If your headings can be organized chronologically, include the date and the accomplishment. These accomplishments should be arranged from most recent to least recent. Sounds backwards, but employers care less about what you did in 9th grade than they do about what you did last summer. If a topic cannot be arranged in chronological order, put the most important accomplishment first and filter down from there.

Page length is up to you and the experiences you've had. Many people will tell you employers only look at the first page, so do not bother adding additional pages. But your resume should include all your accomplishments, so add pages accordingly. However, the most valuable information, should go on the first page. References do not have to be included on your resumes as they are often asked for on the application.

It is a good idea to put your resume on a computer disk so that you can add or delete information as needed. This allows you to always have an updated resume at a moment's notice. The Career Center at your college or university can assist you with ideas and usually has computers and printers available for you to access. The center may even sell disks with a resume format already on them. You want your resume to stand out, so these disks may get you started, but spend some time adding different fonts and type size to personalize your resume.

Resumes in the Electronic Age

Many larger school systems are now opting for a resume scanning system that downloads resumes into a large database. In Virginia, the Fairfax County School system requires a resume to be sent first before any other information such as college transcripts. Basically, your resume is scanned into a database, then, if you have the qualifications needed for a particular job, your resume is printed out and sent to the principal with the job opening. The principal will contact you for an interview if he or she is interested.

Unlike the traditional filing system, which keeps a resume active for a year, the computer-based data system will purge the information after 6 months. With this new system in place, your resume will need to stand out, contain as much information as possible, and be updated every 6 months. You want to include enough information so that your resume will be selected in case the qualifications necessary are very specific, said Barbara Wozney, CEC Virginia Federation Governor and Fairfax County Administrator. She says that this database system is simple and more easy to manage, but it may change the way you develop your resume.

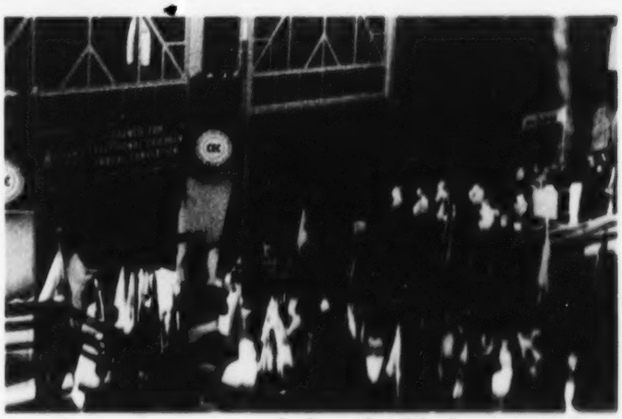
No matter how you set up your resume, make sure it reflects your accomplishments and attributes and not those of someone else. Personal resumes are exactly that—personal. Only you can sell yourself. ■

Cheryl Lynn Houtwed is a graduate student at Old Dominion University and a member of CEC Chapter #883.

CEC's Annual Convention—A Celebration of Our Commitment and Professionalism

Perhaps nowhere in the world could one gather together such a dedicated, caring, and committed group of individuals. As nearly 5,500 special educators, related service providers, and parents attended CEC's 75th Anniversary Convention in Salt Lake City, April 9-13, it was easy to see why CEC has made—and will continue to make—such a tremendous impact on special education and students with special needs.

Attendees crowded the more than 600 sessions over the 5-day period, flocking to those that most impacted the lives of their students. They wanted to learn new ways to help their students succeed in inclusive settings, soaked up new ways to help and understand students who have difficulty with behavior management, and sought new technologies and resources they could use in their classrooms to make learning more accessible to all. But our attendees didn't confine themselves to classroom techniques, they also wanted to know about special education legislation, specific disabilities such as Fetal Alcohol Syndrome, and future trends in the field. And, they were eager to gain access to the Internet and its many resources for themselves and their students.



It seemed the learning never stopped. Even when attendees weren't in sessions, they continued their quest for new information. Chatter among new and old friends never remained idle. The discussions soon returned to students, teacher helping teacher, administrator helping teacher, or friend helping friend with new ideas to try or a similar situation to share.

In the midst of the frantic pace of CEC's 75th Anniversary Convention, one thing stood out above all. Our special educators care about their students and their profession. And their dedication will continue to make it possible for students with disabilities to succeed and for special education to be a vital force in our educational system. ■

Richard Lavoie Touches the Heart of Special Education in Keynote Address

While those not in the field look at the "Rainmans" and "David Helfgotts" ("Shine") as the heroes of individuals with disabilities, special educators know that we work with heroes every day, said Richard Lavoie in his keynote address at CEC's 1997 convention. As special educators, we know that it is the small things that make up the victories—the small, baby steps our students take day by day or week by week as they master one challenge at a time.

In his poignant yet humorous look at special education, Lavoie reminded convention attendees that it is always the children who count, that everything we do in the classroom affects their lives and that every special education policy has a direct impact on our children. He warned educators to beware of simple solutions to solve the problems of children with disabilities, whether it be to help them achieve academically, socially, or in some other area of their lives. The simple solutions can have disastrous results that can affect a child for his or her entire life, he said.

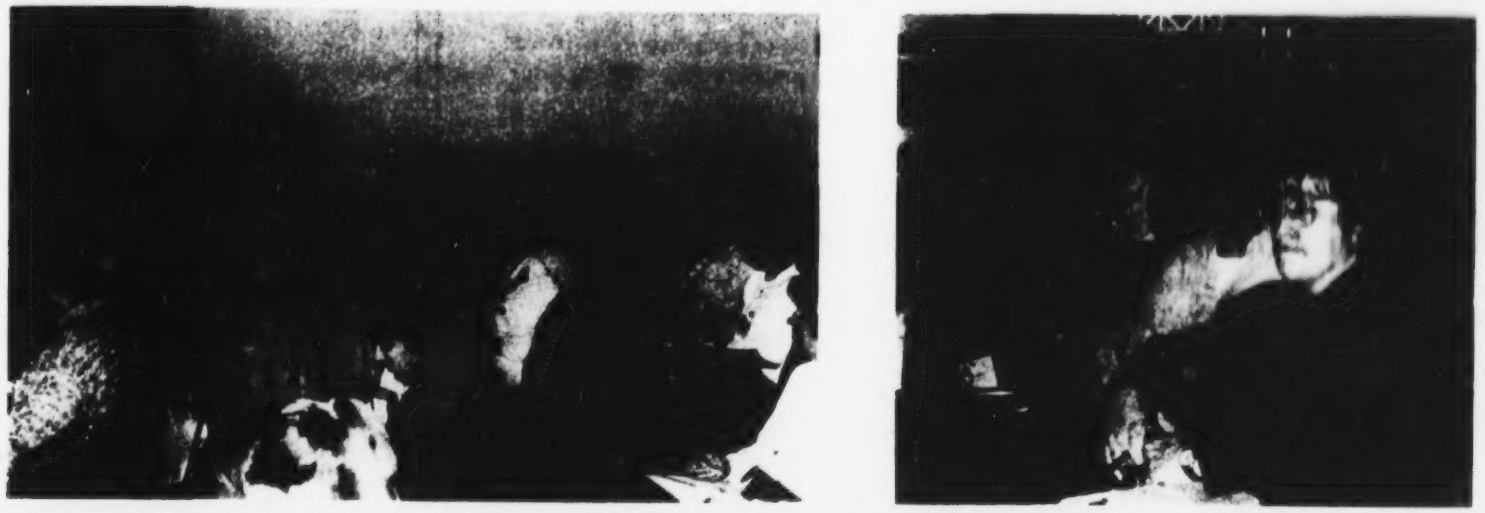
Yet, when you work with a child with a disability and give them the nurturing, support, and skills they need to survive, they can bloom, Lavoie said. Our students can show us the best of human nature as they reach out to others to help them overcome disabilities and challenges.

Last, Lavoie challenged special educators to fight for their students and increase their professionalism. He warned special educators to be wary of total inclusion, which "has no place in American education." Total inclusion is a "one size fits all" solution to education, he said, and we need different intensities of services for students with disabilities. Lavoie also said special educators need to stand up against those teachers who do not want to work with or for our students. He further recommended that special educators find the balance between teaching remediation and compensatory skills to students with disabilities. Finally, Lavoie reminded special educators that those students with the most severe disabilities need the help of our most qualified educators.

Lavoie concluded by reminding us to keep the child and his or her vision in front of us as we teach.

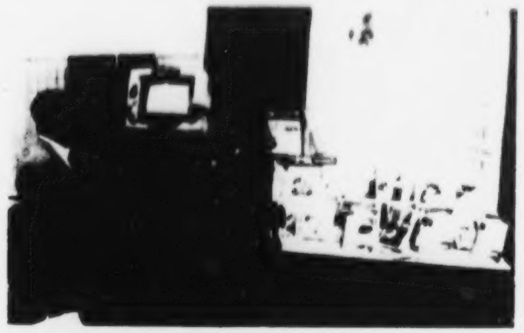
"It is not our job to look at the world the way *we* do," he said. "Our job is to look at the world the way *they* do." ■

CEC's 1997 Convention



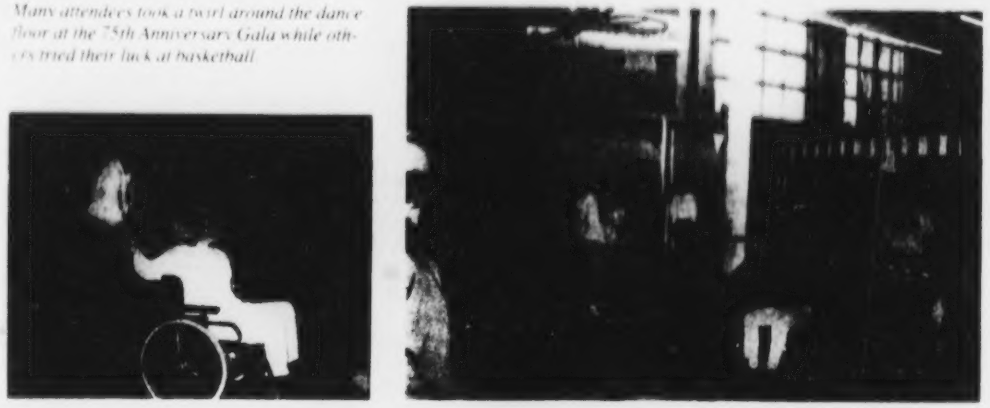
In the more than 600 sessions held at the 1997 convention, attendees from around the world exchanged ideas and added to their knowledge of teaching, learning, and children.

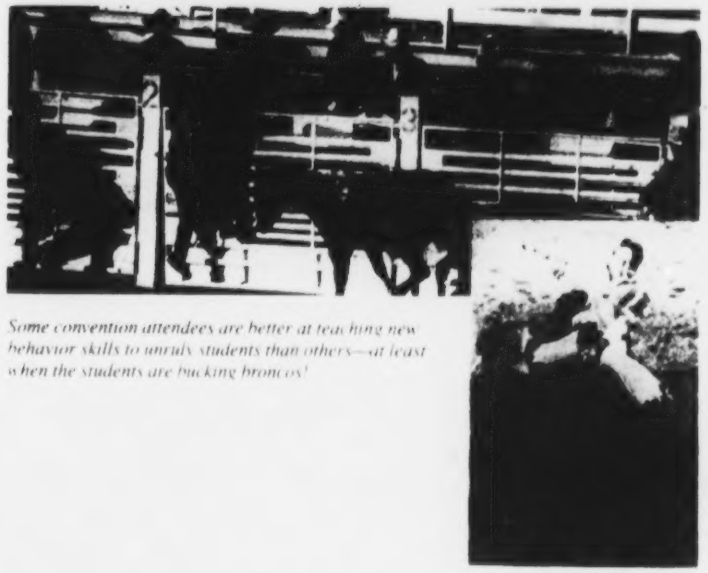
Technology was a major focus of the convention. Attendees gathered to learn about new educational and assistive technologies, educational resources on the Web, and new distance learning opportunities such as the CEC electronic study groups to be presented this summer.



CEC attendees take a few moments between sessions to compare notes and share ideas, camaraderie, and laughter.

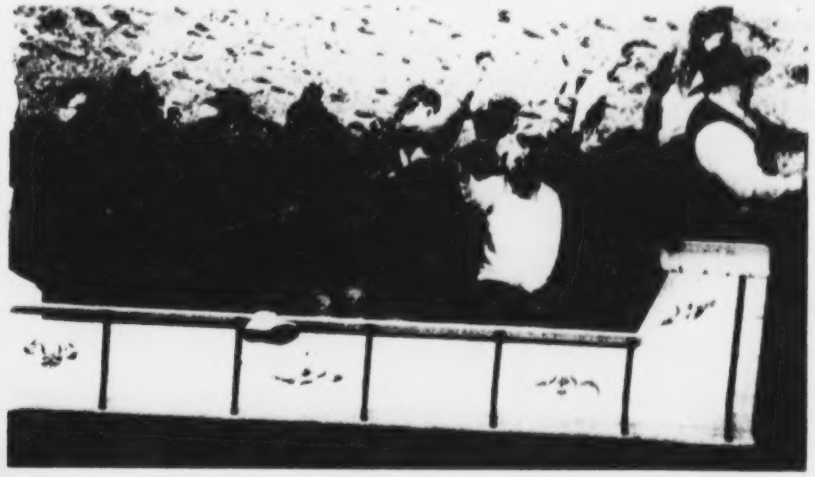
Many attendees took a twirl around the dance floor at the 75th Anniversary Gala while others tried their luck at basketball.





Some convention attendees are better at teaching new behavior skills to unruly students than others—at least when the students are bucking broncos!

CEC's Executive Committee explores a new way to transition from learning to fun.



CEC 1997 Award Winners

CEC's 1997 award winners (top, left to right): Naomi Zigmond, *CEC Research Award;* Mary Jean Lambert, *CEC Outstanding Contributor Award;* Jack Lamb, *CEC Outstanding Contributor Award (bottom, left to right)* Robert Gaymer-Jones, *accepting on behalf of the Salt Lake City Marriott Hotel, Business, Agency, and Community Award;* Frances Dibble, *Clarissa Hug Teacher of the Year Award; and* Donald Deshler, *Wallin Award.*

New CEC Programs

CEC Launches Third Annual Member-Get-A-Member Campaign

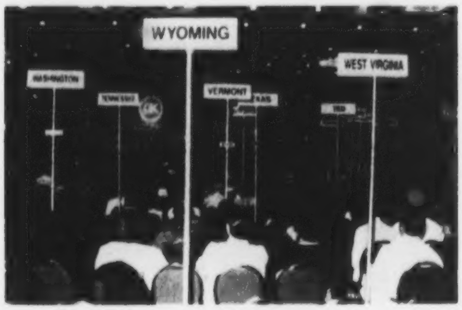
CEC's Member-Get-a-Member campaign continues to be a roaring success—thanks to the active participation of our members. This year's campaign will run from April to November 15, 1997. Call 800/845-6232 for your campaign packet and earn FREE convention registration, CEC membership, and many other incentives.

CEC Initiates Electronic Study Groups

CEC will debut its exciting new professional development format, Electronic Study Groups (ESGs) in the summer '97 issue of *TEACHING Exceptional Children*. The study groups will provide educators with an alternative to conventional workshops and seminars.

For more information, call 800/224-6830.

CEC Passes Four Resolutions at Convention



CEC's Delegate Assembly passed four resolutions at the 1997 convention. They are:

- **Discipline**—In a unanimous vote, CEC called for schools to stop using expulsion as a discipline measure—even for those students who are violent or dangerous—regardless of whether or not they have a disability. However, CEC also maintained that dangerous or violent students should immediately be removed from the classroom and placed in alternative settings designed to meet their learning, safety, and behavioral management needs.

  CEC further said that school districts, in collaboration with state/ provincial agencies, community agencies, and juvenile justice systems, should create alternative settings. CEC also recommended that schools should ensure that all general and special educators involved in implementing the student's education program have opportunities for staff development to acquire the knowledge and skills necessary to implement the student's program.
- **The Disproportionate Number of Students from Diverse Backgrounds in Special Education**—CEC challenged the U.S. federal and Canadian provincial governments to implement practices to end the inappropriate disproportionate number of diverse students in special and gifted education.

  CEC called for the U.S. Department of Education to create a task force to study the issue, recommend ways to improve practice, and disseminate the information. CEC also charged the Office of Civil Rights with the tasks of monitoring the disproportionate number of diverse students in special education and, if necessary, changing local policies to conform to those of the task force's recommendations.
- **Professional Development**—CEC said that general and special education teachers, administrators, and ancilliary staff must have access to state-of-the-art knowledge and effective practices designed for students with exceptionalities. Therefore, CEC called on the federal government, professional associations, states/provinces, local school districts, and institutions of higher education to commit the necessary resources to quality professional development programs. CEC also said that employers and professional organizations should recognize and reward special education professionals for improving their knowledge and skills.
- **Human Rights**—In response to the human rights violations that have occurred due to Utah State Statute 53A-419 regarding access for student clubs and organizations, CEC said it should voice its concerns to the Utah state policymakers. CEC also supports in principle the activities of the staff and students of East High School and their efforts in forming a high school gay/straight alliance support club. For more information, see CEC's Web site: http://www.cec.sped.org. ■

You Can Be a Presenter at CEC's 1998 Convention

Do you use or know of a particular program or teaching strategy that gets results with students with special needs? Do you have new or updated information about a particular aspect of special education that others want to know? Do you have information about a special education problem that has received little attention? Have you researched an area in special education and have results to share?

If you answered yes to any of these questions, you should consider presenting your information at CEC's 1998 convention, to be held in Minneapolis, MN, April 15-19. Teachers, professors, administrators, researchers, parents, and others are invited to submit presentation papers for the convention. CEC actively seeks a wide array of presenters to ensure our convention presentations speak to the diverse needs of our audience.

New Formats for 1998

To give attendees more in-depth information on topics of high interest, CEC is introducing new formats for the 1998 convention. In addition to the traditional 1 to 1 1/2 hour sessions, presenters can also choose 2- or 3-hour sessions or a 3-hour mini-workshop. Presentation types include poster sessions, panels, lectures, and demonstrations.

CEC is also looking for more interactive formats in which attendees can take a more participative role in their learning. Problem-solving strategies, role playing, and question-and-answer sessions are examples of ways to help audience members become active rather than passive learners.

What Do I Need to Do?

To be considered as a presenter for a CEC convention, you need to submit the following:

- **Title of the Proposal**—The title should be 12 words or fewer. While titles can be "cute," do not sacrifice clarity for wit. Make sure a program reader can *immediately* understand what your presentation is about. Also, try to keep your titles short. Some examples of good titles are: Grant Writing for Fun, Profit, and Survival; School Violence and the Special Education Student; Avoiding Homework Frenzy and Frustration; and Examining Special Education's Use of Technology in Instruction.
- **Description of the proposal** (300-500 words)—The proposal should include your presentation's objectives (learner outcomes); rationale (the importance of your presentation to the field); mode of presentation (how the presentation mode will help achieve the learner outcomes); and a list of session participants. For more tips on writing the proposal description, call Lynn Malarz, 703/264-9465.
- **Abstract** (50 words or fewer)—The abstract of your proposal is the copy that will appear in the convention program. It is important to remember that attendees will determine which sessions they want to attend from the abstracts. Therefore, you want to make the abstract as clear and as interesting as possible.

A good way to tackle the abstract is to write down what audience members will learn from your session. Then, check to make sure you have avoided using large words that only a few, select people will understand. Finally, give the abstract to someone who is not in education and ask them if they can understand it. If they can, would they be interested in attending your session based on what is written? If the answer is yes to both questions, you know you have written a good abstract of your presentation.

The deadline for presentation proposals is May 23, 1997. You may submit your proposal on disk, via the Internet, or in hard copy. For complete details, call 800/224-6830 and ask for a copy of the Call for Papers or see our web site, http://www.cec.sped.org. ■

TAKE IT FOR *granted*

Fund for the Improvement of Education—Assessment Development—To develop, evaluate, and field-test assessments aligned with state content standards. Deadline: May 30, 1997. Eligibility: SEAs; LEAs; higher education institutions; and other public and private agencies, organizations, and institutions. Contact: David Sweet, 202/219-2079.

Rapoport Foundation Continuous Services—The Bernard and Audre Rapoport Foundation supports programs in education, child care, job training and employment, disabilities, the arts, and literature. Deadline: October 15, 1997. Eligibility: Nonprofit associations. Contact: Martin Hassner, 817/756-4199.

Star Schools Program—For improved instruction in academic subjects, literacy skills, and vocational education, and to serve students with disabilities through distance learning technologies. Deadline: May 9, 1997. Eligibility: A partnership of a local education agency working with public or private elementary or secondary schools, public agencies or corporations that develop and operate telecommunications networks, state education agencies, higher education institutions, teacher training centers or academies, and public or private entities. Contact: Joseph Wilkes, 202/219-2186.

Information Needed on CEC's Cultural Diversity Initiatives!

Help the Ethnic and Multicultural Concerns Standing Committee (EMCC) learn about new CEC cultural diversity initiatives by reporting to CEC unit officers any multicultural projects involving publications, speakers, workshops on the needs of diverse students, multicultural curricula, recruitment and retention of diverse persons within CEC, and efforts to increase the number of persons from diverse backgrounds in leadership positions.

Unit presidents, please return the Current Practices Surveys as soon as possible to CEC Headquarters, 1920 Association Dr., Reston, VA 20191, FAX: 703/264-9494.

Division Focus

CASE

The Council of Administrators of Special Education

CASE members who attended the CEC convention in Salt Lake City experienced a full array of activities and professional sessions. The CASE annual meeting was highlighted by the presentation of the CASE Outstanding Administrator Award to Kathleen Schindler, Assistant Director of the Ohio State Department of Education, Special Education. CASE members are urged to watch for the May/June CASE newsletter, which will carry reports of all the actions of the annual meeting.

Attendees report that the CASE Fun Night was the best ever. CASE members and others renewed old friendships and met new colleagues in the world-renowned Snowbird Resort high in the Wasatch Mountains.

CASE has been engaged in two major activities in the past month. Work is underway on the biannual material prepared for members of the U.S. House and Senate Subcommittees on Appropriations. It is anticipated that the booklets will be completed and delivered in May. Thank you to all CASE members who have assisted.

CASE staff and members also analyzed current and proposed statutes on the IEP to determine their effect on paperwork at the local level. Watch your CASE newsletter for more information on these efforts.

CCBD

The Council for Children with Behavioral Disorders

Don't miss the 2nd annual International Conference for CCBD on October 2-4, 1997, in Irving, TX. Preconference sessions will include the topics of aggression, social skills instruction, inclusion, team-based approaches, programs in nontraditional settings, building a community of caring, and building collaborations. Strand topics will include curriculum and instruction; early childhood; collaboration; ethnic, cultural, and linguistic diversity; assessment; and more.

President-elect Bev Johns invites members to become involved with the division and is seeking input from the membership. If you are interested in receiving more information or providing input, contact her via e-mail at bevjohns@juno.com or call her at 217/243-7596.

CCBD also encourages members to submit papers for the 1998 CEC convention in Minneapolis.

DCDT

The Division on Career Development and Transition

DCDT would like to recognize this year's National DCDT award winners.

Teacher of the Year honors went to Linda Madsen of Greeley Central High School, Greeley, Colorado. Madsen received this award for her outstanding teaching ability as well as her commitment to children and young adults in transition.

William Halloran of the U.S. Department of Education, Office of Special Education Programs, was the recipient of the Oliver P. Kolstoe award. This award is given to an individual who has contributed significantly to the field of career development and transition through an area other than direct classroom instruction. Halloran is a tireless advocate for persons with disabilities and DCDT was honored to present him with this award.

The Marc Gold Award is presented each year for exemplary programming for students with moderate to severe disabilities. This year's award winner was the Fairfax County Career and Transition Program and Services of Fairfax County, Virginia. This program has developed an area-wide model of transition services for persons with disabilities, including those individuals with moderate and severe disabilities. This service delivery model is innovative and provides systemic change in transition services for Fairfax County.

Finally, the National DCDT board would like to thank all the members of DCDT for their contributions to this year's CEC conference. We look forward to seeing you all at the Ninth International DCDT conference, "Creating Amazing Transitions," to be held October 16-18, 1997, in warm and beautiful Scottsdale, AZ.

DISES

The Division of International Special Education and Services

As CEC celebrated its 75th anniversary in Salt Lake City, it also moved more clearly into the international arena.

An International Hospitality Room hosted by DISES and CEC was available for members and invited speakers from abroad and for delegations from other countries, such as Taiwan, Japan, and Saudi Arabia.

DISES acquired spices from exotic places throughout the world and had samples for purchase that were well received.

The DISES International Reception on Thursday was attended by the largest number of international guests and members in our history—and interest in organizing new overseas chapters of CEC seems to be growing.

Aaron Armfield reported an ever-increasing interest in the development of the Special Education World Congress scheduled for Vancouver, British Columbia, in April 2000. He indicated that each committee will be composed of not less than 60% CEC/DISES members from outside Canada and the U.S.A. and that several international members at Salt Lake City were recruited to serve on SEWC 2000 committees.

MRDD

The Division on Mental Retardation and Developmental Disabilities

The MRDD Board unanimously passed a position statement in October 1996 on Enhancing the Health and Wellness of Individuals with Mental Retardation and Developmental Disabilities. The statement says that adequate educational opportunities and experiences that address health, fitness, and wellness concepts must be provided for children and adults with mental retardation and other developmental disabilities.

Transition, *from page 1*

mandate that transition planning be added to students' Individualized Education Program (IEP) by age 16. IDEA also stated that the student's transition goals must be based on the student's interests and needs.

In 1994, the School to Work Opportunities Act (STWOA) became law. While promoting career education for all students, STWOA makes specific reference to students with disabilities, persons from diverse cultures, and women.

Changing the Traditional Transition Mindset

Transition is moving beyond helping students get a job. New directions include preparing students for other life goals such as social skills, independent living, community participation, transportation, and financial planning. This necessitates including new goals in the IEP. For example, if a student needs to develop better social skills, his or her IEP goals might include participation in an extracurricular activity.

Transition services should also start much earlier than high school, recommend transition specialists. Career awareness can begin as early as the primary grades with discussions about what it means to work in a particular job. As students progress through middle and high school, they should continue exploring different careers, determining which careers are realistic for them, and narrowing their choices through observation or hands-on experience. As students finalize their career goal, this information can be used to select their academic and elective classes.

To allow students with disabilities to make wise career choices, transition experts also recommend beginning formal transition planning for students with disabilities by age 14.

"Kids with disabilities are less career mature," said Robert Miller, professor at Mankato State University and president of DCDT. "They are less ready to make those decisions. To overcome this, we must plan early."

Transition services are also needed to help students make the leap from elementary to middle or junior high and junior high to high school. When supports are not in place for students with disabilities at these important junctures, students can drop out, become alienated, and experience failure in school.

"Gifted students say it takes them months to figure out how to do the personal planning involved when making the move to high school," said Kochhar. "The disabled are struggling even more. Lack of transition services contribute to the high failure rate of kids with disabilities between the ages of 16 and 17. Failure rates range from 20-50% in some cases, depending on the disability. The LD and ED populations are at the highest risk, and failure rates can be 50% and higher."

Assessing for Transition Success

Assessment is key to successful transitioning, and data collection is key to successful assessment, according to Patricia Sitlington, professor at the University of Northern Iowa, Cedar Falls, and member of CEC Chapter #196. Assessment data must be collected on the student's current status and his or her future living, working, and postsecondary education and training environments. The teacher, student, and family all contribute to the data collection process. Other contributors may include the student's current and former employers and previous teachers.

In addition to paper and pencil interest tests, assessment should include interviews with the student and others who know the student, background information in the student's record (what subjects he or she did well in), the quality of work in a student's portfolio, and work samples.

Sitlington also suggests the teacher replicate different jobs in the classroom and see how students perform to learn about their interests and abilities. For example, a teacher could use silk flowers to simulate flower arranging. Or, the teacher could take students to different job sites so they can see what

Continues on page 15

EXTRA *credit*

TV for Individuals with Disabilities—KALEIDOSCOPE, a 24-hour basic cable service, is introducing a CNN-style News and Information On Demand Network focusing on health-wellness-ability. The Ability programs feature unique stories empowering people with disabilities, and they represent their point of view.

Benchmarks for Science Literacy Online—The American Association for the Advancement of Science's Benchmarks for Science Literacy are on the World Wide Web. The benchmarks outline what all students should know and be able to do in science, mathematics, and technology by the end of grades 2, 5, 8, and 12. Address: http://www.aaas.org/project2061/.

Apply for Student Aid Electronically—Students can get information and apply for student aid electronically through the Department of Education's World Wide Web site: www.ed.gov/offices/OPE/express.html.

Publication Opportunity—The National Academic Advising Association is seeking manuscripts for the *NACADA Journal*. The journal carries articles on research on advising, reviews of advising literature that address specific issues, or shorter manuscripts that focus on specific advising or advising-related programs, services, or practices. For information, contact Michael Lynch, 913/532-7305 (P) or e-mail, mlynch@ksu.edu.

National Standards for Parent/Family Involvement—The National PTA has released standards for Parent/Family Involvement Programs. The standards are available through the World Wide Web: www.pta.org/issues/invstand.htm or call 312/670-6782.

Statistics on Teachers' Working Conditions Online—The National Center for Education Statistics has put three booklets concerning teachers online: *Teachers' Working Conditions* at http://www.ed.gov/NCES/pubs97/97371.html, *Preparation for Work* at http://www.ed.gov/NCES/pubs97/97373.html, and *Minorities in Higher Education* at http://www.ed.gov/NCES/pubs97/97372.html.

Should Special Education Students Be Paid for Vocational Training?

BY BETSY BOUNDS

Vocational training often gives students with disabilities the boost they need to succeed in the work world. Not only do they learn specific job skills, they also learn how to conduct themselves on the job, the responsibilities that accompany employment, and a better idea of what it takes to succeed in a particular field.

However, just because students with disabilities are learning on the job does not mean they do not deserve compensation. When these students are in a work-based learning activity and the employer benefits from the their work, the students must be paid.

Special Education Legislation Supports Paid Employment

Both the Individuals with Disabilities Education Act (IDEA) and the The School to Work Opportunities Act (STWOA) provide a basis for paid vocational training. IDEA includes transition services as a related service, and paid training is one component in the array of transition services. STWOA established a framework that includes school-based learning, work-based learning, and connecting activities.

In addition, the Department of Labor provides guidelines that employers must follow when working with students with disabilities. However, we may need to help educate employers as to our students' rights and needs. It is important that we do not offer the employer "unpaid labor." To do so would indicate that our students lack value and are not worthy of being paid like any other worker. As long as the employer obtains some benefit, they should be prepared to pay for the labor.

We also are responsible for helping the employer comply with the Americans with Disabilities Act. This might mean helping them develop a reasonable accommodation.

Paid Work Experience Yields Numerous Benefits

Paid work experience is important for our students for a number of reasons. Research has shown that students who had work experience as part of secondary school vocational education were significantly more likely to have a competitive job than those without such experience (62% versus 45%). Youths who hold jobs and can hone their work skills and demonstrate their reliability to employers may have a greater chance for subsequent employment success. Also, paid work experience provides students an opportunity to apply classroom learning in the "real world," gives meaning to their learning, and can be a great motivator.

One of the most important benefits of paid work can be improved self-esteem. Pay for work is feedback for a job well-done. Many times, our students can succeed in the employment arena regardless of whether they have succeeded in the school setting. Being able to perform a job and be paid allows a student to feel valued.

Employers have certain expectations of their workers, such as dependability, responsibility, good communication skills, ability to follow directions, honesty, and punctuality. When students make a commitment to a job and stick to it, they demonstrate that they are capable of these skills. A positive evaluation by an employer can go a long way toward a student getting a job in the future.

Our students will be competing for jobs after they leave school. One of the most important things that we can do is give them the opportunity to get a head start. By learning skills and applying them in a work setting, they are better prepared for what will occur for the rest of their lives.

Our goal should be to prepare all our students for competitive employment, and we should aim high. However, each student needs to be treated individually. The student's disability should be taken into account as we recognize and promote his or her strengths. We must strive to ensure that students will be successful, and we should provide the supports they need to help them attain their career goals. By working closely with employers, knowing our students' strengths and needs, and providing school and work-based activities, we maximize their opportunities for success in an employment setting. Paid vocational training can, and should be, one of the experiences available for our students. ■

Betsy Bounds is the director of the Exceptional Education Department, Tucson Unified School District, and a member of CEC Chapter #491.

Letters to the Editor

In response to Gloria Taradash's "Speaking Out" article: The Place for the Holidays Is Not in Our Schools. (CEC Today, *December 1996)*

Christmas is very much part of American culture and can help impart tradition to students. Thanksgiving is part of the history of our nation; it is one of the celebrations unique to the United States. As a special education teacher, I feel these holidays are very important to share with all my students, regardless of their cultural background, as my students are part of the society in which they live. Holidays enrich life, and any opportunity to learn about them should be taken advantage of.

If we were to remove from the curriculum anything that may potentially offend someone, we could be accused of censorship. We have a responsibility to teach special education students to be comfortable in our society, and shielding them from opportunities because of personal preference could be seen as negligent on our part. Rather than doing away with observing holidays, we should take full advantage of the opportunities they present to learn about cultures.

Bud Manley
Special Education Teacher
Portland, OR Public Schools

Standards, *from page 5*

Executive Committee approved changes, and a final draft set of 64 statements was forwarded to CEC for validation. Under the direction of the CEC Knowledge and Skills Subcommittee, a survey instrument was prepared and sent to a random sample of CASE Members. The subcommittee analyzed the survey results and a final set of knowledge and skills was sent to the CEC Professional Standards and Practice Standing Committee, where they were approved. ■

Transition, *from page 13*

specific jobs entail. Information gathered from such hands-on experiences is much more valid than paper and pencil tests, she said.

Model Programs

Several model programs are providing new inroads for students with disabilities to succeed in school and work. A major new thrust of transition is self-determination skills for students with exceptionalities. These programs emphasize problem-solving, goal setting, and self-evaluation and encourage students to lead their IEP meetings, as well as set their own academic and transition goals.

Community-based learning that integrates academic programs with vocational courses also helps students with disabilities succeed. In these programs, students spend part of their day on academic subjects and the remainder working at a business site. Students feel a sense of responsibility and see the relevance between what they learn and what they do on the job, said Kochhar. Many also receive worked-based certificates in their particular industry and/or become permanent employees of their work site.

An added plus is that in some of these programs students can earn credit for academic subjects at the work site, according to Lee Frye, school rehabilitation counselor and member of the Nebraska Federation.

In some states, such programs can supersede graduation requirements.

"If the IEP team determines that it would be better for a student to attend a vocational class and develop expertise than meeting a standard graduation requirement, those changes can be made without affecting the student's ability to graduate," said Miller.

Another advantage to these programs is that they offer students a variety of career options, including professional positions, high paying trade positions, and entry-level positions.

New vocational magnet schools introduce students to the various careers in a particular field. A Baltimore, MD, high school that focuses on athletics offers classes in occupational and physical therapy, nutrition, aerobics instruction, and other sports-related jobs.

Students with disabilities can also access Tech Prep programs, which provide a bridge between high school vocational tech and postsecondary education. Once a student enters a Tech Prep program, he or she takes relevant classes at the community college while still in high school. Upon graduation, the student continues his or her education at the college for a 2-year degree.

Transitioning Into College

Though it is often overlooked, students with disabilities who plan to attend college also need transition training.

"At colleges and universities, the student is the initiator and manager of all the players concerning his or her own accommodations and fundraising," said Rhona Hartman, director of the Heath Resource Center.

Thus, students with disabilities who plan to go to college must know their strengths, their weaknesses, and what accommodations they need and how to get them, as well as the ins and outs of financial aid.

Some high schools help students with disabilities transition to college by taking them to visit area campuses. Students can see what a college looks like and talk to the students, student advisors, and/or the disability coordinator. Other high schools bring current college students with disabilities back to share their experiences.

Also, some colleges have initiated summer precollege courses that teach incoming freshmen how to take notes, study, and write a term paper, and what resources are available.

Areas That Need Work

While much is being done to advance transitional services for students with disabilities, we have not made them as available or relevant as they should be for all our students. Not all programs are accessible to students with disabilities. Some teachers think students with special needs lack the academic skills to participate in Tech Prep or apprenticeship programs that can lead to high-end occupations.

Also, students with mild disabilities such as learning disabilities or behavioral disorders may not have access to transition programs. Educators may not see these students as needing transition services, and they can fall through the cracks.

Some transition experts also fear that vocational services are being lost in the emphasis on creating higher standards for all students. By discontinuing vocational programs, options for students who are not going to college are being eliminated.

"Public funding and support for vocational programs are eroding, and this is really hurting kids that are not college bound," said Kochhar. "The growing public attitude is that we need to increase academic standings, and vocational/career-related programs are viewed as having a negative connotation."

Transition services have also fallen prey to gender bias—they fail to give females equal opportunities in the job market. While more programs help males enter the job market at a higher level, most career options for females with disabilities remain at entry-level positions.

"Young women who go through vocational programs have better outcomes than those who don't," said Michael Benz, professor at the University of Oregon. "But not as good as men. . . The data are clear that women with disabilities are getting the short end of the stick in special ed."

Another problem is that transition services are often closed to students who have graduated from high school. In some cases, students with disabilities do not decide or are not ready to address career decisions until they are 20-22. At that time, students have few resources, according to Debra Neubert, professor at the University of Maryland and member of CEC Chapter #504. ■

CALENDAR OF CEC *events*

may

May 22-24, 1997
CCEC Conference on Behavior. Brock University, St. Catharines, Ontario. Contact: Don Dworet, 905/688-5550, ext. 3353

june

June 24-25, 1997
CEC's LCCE 2-Day Training. Wallace Wallin School, New Castle, DE. Trainer: Valerie McNinch. Contact: Anmarie Kallas, 703/264-9473

july

July 18-19, 1997
CCBD Summer Training Institute. "Turning Kids on to Learning and Keeping Them in School." Sheraton Portland Airport Hotel, Portland, OR. Contact: Lyndal Bullock, 817/565-3583

July 25-26, 1997
CCBD Summer Training Institute. "Turning Kids on to Learning and Keeping Them in School." Executive West Motor Hotel, Louisville, KY. Contact: Lyndal Bullock, 817/565-3583

august

August 2, 1997
Preparing Folios for CEC Review of Professional Preparation Programs. Reston, VA. Contact: Fred Weintraub or Sabata Morris, 703/264-9402

october

October 2-4, 1997
CCBD International Conference. "Creating Positive School Communities for the 21st Century: Strategies for Keeping Kids with Problem Behaviors in School." Harvey DFW Airport Hotel, Dallas (Irving), TX. Contact: Lyndal Bullock, 817/565-3583

October 16-17, 1997
Kansas Federation Conference. "One Child at a Time." Harvey Hotel, Wichita, KS. Contact: Susan Bowles, 913/625-3257

October 16-18, 1997
DCDT International Conference. "Creating Amazing Transitions." Doubletree Paradise Valley Resort, Scottsdale, AZ. Contact: Ann Marie Cook, 703/698-6091

October 16-18, 1997
Florida Federation Conference. "Celebrating Creative Connections." adams mark Hotel at the Florida Mall, Orlando, FL. Contact: Lee Sherry, 813/553-3184

november

November 6-7, 1997
Pennsylvania Federation 38th Annual Convention. "New IDEA(s) in Special Education." Hershey-Harrisburg Holiday Inn in Grantville. Contact: David Bateman, 717/532-1460

THE COUNCIL FOR EXCEPTIONAL CHILDREN
1920 Association Drive
Reston, VA 20191-1589

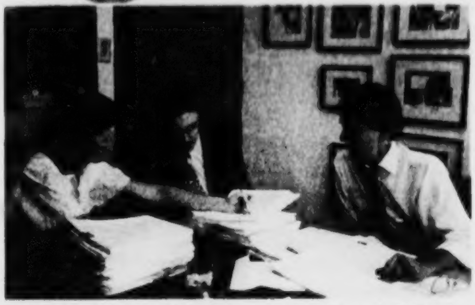
NONPROFIT
ORGANIZATION
U.S. POSTAGE
PAID
RICHMOND, VA
PERMIT NO. 930

CEC today

EXCLUSIVELY FOR MEMBERS OF THE COUNCIL FOR EXCEPTIONAL CHILDREN

VOL. 3 NO. 10
JUNE 1997

IDEA Sails Through Congress!



Beth Foley (left), Jay McIntire (center) and Joseph Ballard (right) of CEC's Department of Public Policy work on a draft of the IDEA reauthorization.

After 2 years of struggle and a last-minute spat in the Senate, the reauthorization of the Individuals with Disabilities Education Act (IDEA) sailed through both Houses of Congress. As this issue of *CEC Today* goes to press, we are waiting for President Clinton, who has expressed his support for the bill, to sign the legislation into law.

"This law will serve students with disabilities well into the next century," said Joseph Ballard, CEC's Director of Public Policy. "It moves our focus from ensuring students with disabilities receive educational services to ensuring they have the supports they need to learn and achieve in appropriate educational settings. CEC is proud to have helped lead the way in this important legislation."

The legislation marks a new milestone in its compromise measure on discipline. The law protects the educational rights of students with disabilities who are violent or dangerous while enabling educators to more easily remove such students from their current educational placement. The bill also requires schools to include students with disabilities in local, state, and district assessments, thus ensuring accountability for students with special needs, and increases the amount of information to be included in the Individualized Education Program (IEP). In another change from the previous legislation, the bill requires states to provide mediation for parents and schools to more easily resolve differences about a child's placement.

To address the cost of special education, the new legislation revamps the way schools receive federal funding. Rather than using a child count formula as the basis for special education funding, the new bill will gradually base new federal aid on census data and account more accurately for poverty. In addition, the legislation makes provisions to reduce the financial burden of special education on local districts by permitting them to share the costs of services such as assistive technology devices, supplementary aids and services, related services, and transition services with other agencies.

CEC is pleased that many of its recommendations, made in 1994 when IDEA first came up for reauthorization, have been enacted. In addition to many of the provisions mentioned above, CEC also advocated for, among others, the following changes in the law: allowing children with disabilities ages 3-9 to be identified as developmentally delayed, new mechanisms to support professional development for special educators, reasonable attorney fees, and the appropriate inclusion of general education teachers on IEP teams.

What Does the IDEA Reauthorization Mean to Teachers?

The new law offers special education teachers several advantages. Though the reauthorization ensures that schools cannot terminate educational services for students with disabilities, it makes it easier to remove dangerous or violent students with special needs from the classroom and ensures those students receive appropriate educational interventions. In the new legislation, students who are involved with drugs, as well as children who bring weapons to school, can be removed from the current educational setting.

The reevaluation process also has undergone significant revision. Rather than a mandated complete evaluation process every 3 years, the IEP team and a student's parents can identify what further data is needed to ensure the student is in the best program. Therefore, only part of the assessment process—or none—may be conducted, depending on the student's needs. This change can save educators and districts time and money, and students will not lose valuable class time for testing they don't need.

The new IDEA legislation also ensures that states provide more mechanisms for general and special education teachers to receive quality professional development to learn about the newest advances in the field.

Continues on page 9

inside

Share Your Special Education Success Stories 5
The Successful Interview 6
White House Conference Offers New Research on Early Childhood 11

CEC HEADQUARTERS

briefs

CEC welcomes several new members to its Headquarters staff. They are:

Susan T. Bergert, an Education Specialist, has joined CEC's Publications Section where she works with the LCCE program, edits manuscripts for our publications and products, and assists with marketing and communications. A former secondary teacher, Bergert spent much of her career in special education, including gifted, mental retardation, and learning disabilities.

Harriet H. Gray is the Coordinator for the Early Childhood Research Institute on Culturally and Linguistically Appropriate Services (CLAS) Project. She has 13 years of experience in education, publishing, and information management, with an emphasis on the academic information market. Gray comes to CEC from Chadwyck-Healey, Inc., where she served as an abstractor/indexer and senior editor.

Christine Mason is the Associate for Research and Program Development. Previously, Mason was a principal investigator for ESPRIT, a grant funded through the National Institutes of Health to develop computerized modules for career decision-making. She has also served as president of Mason & Associates, a learning disabilities teacher, and director of grants and innovations at the American Rehabilitation Association.

Laura Reilly joins CEC as its Acquisitions Coordinator for the ERIC Clearinghouse. She brings extensive experience in acquisitions procurement and maintenance to CEC. Reilly worked as an independent contractor with AT&T, where she was responsible for identifying, collecting, arranging, indexing, and maintaining a wide variety of materials. She has also held the position of department head at the Madison Public Library in Madison, NJ.

CEC Hosts the Helen Keller Art Show—On May 12-June 1, CEC Headquarters hosted the Helen Keller Art Show. The show presented the winning entries of various art media by students from across the nation who are visually impaired, blind, or deaf-blind.

CEC Welcomes Its New Officers

At the 1997 annual convention, the following individuals were elected to serve on the CEC Executive Committee. Please join us in welcoming them to their new positions.

Bill Bogdan

First Vice President, July 1, 1997 - June 30, 1998

Bill Bogdan, Assistant Superintendent at the Hamilton, Ohio County Educational Service Center, has worked in special education as a teacher and administrator for 22 years. Previously, Bogdan was Director, Coordinator, and Supervisor of the Hamilton County Educational Service Center.

Bogdan has also filled several CEC positions at the state and national levels, including governor-at-large on the CEC executive committee and governor, president, president elect, and treasurer of the Ohio Federation.

Bogdan is committed to seeing CEC reach 30% of the special education market by offering members current and new resources and networking opportunities. He also plans to work to ensure that CEC serves a leadership role in advocacy and policy development at the local, state, provincial, and federal levels. Bogdan's third goal is to help support and provide mentoring to all levels of the CEC leadership community.

Janet Burdick

Governor-at-Large, July 1, 1997 - June 30, 2000

Janet Burdick, a consulting teacher in Twin Falls, Idaho, has served special education students for 17 years. After 2 years as a Spanish teacher, she switched to special education and fell in love with the students and the field.

A CEC member since 1979, Burdick has held several key roles at the local, state, and national levels. She is a current member of the CEC Governance Standing Committee and was acting governor, president, and secretary for the Idaho Federation.

Burdick would like to help achieve two primary goals during her tenure as governor-at-large: to attract new members and make sure CEC has a substantial cash reserve for emergencies. She would also like to focus on retaining members, especially first- and second-year teachers. In addition, Burdick hopes to advance CEC's advocacy for students with exceptionalities and ensure their education is not interrupted for discipline reasons.

Jim McCormick

Governor-at-Large, July 1, 1997 - June 30, 2000

A former special education teacher and administrator, Jim McCormick moved into the field of mental health where he has held many leadership positions, including Deputy Commissioner for Mental Health for the state of Indiana and the State Rehabilitative Services Director for Mental Health. He is currently the CEO of the Richmond State Mental Hospital.

In addition to his professional duties, McCormick has served CEC in numerous capacities at the state and national levels, including Chair of the Credentials and Elections Standing Committee, Local Arrangements Chair for the CEC convention held in Indianapolis, and vice president and CAN coordinator of the Indiana Federation.

While in office, McCormick will emphasize outcomes and effectiveness for the field and CEC. He sees these areas as crucial to meeting the "onslaught of criticism" special education is facing. He also plans to focus on making CEC more accessible as an organization by increasing its leadership role and its voice on issues of importance to special education. ■

Leadership Development—It's Not Just for Unit Officers!

Another summer is here!! It's time to kick off your sandals and feel the sand on the beach sift through your toes, take your family on a trip, relax with a glass of iced tea and a good book—and learn new skills you can use to make a difference in your job, with the students you serve, and in your professional organization.

CEC Headquarters and many CEC federations provide opportunities for their members to participate in Leadership Development throughout the year.

Hosted at retreat centers, resorts, and camps, these seminars provide leaders and prospective leaders not only the opportunity for rest, relaxation, and collegiality, but also an opportunity to generate new ideas and hone their leadership skills. These leadership skills can help you fill new roles not only in CEC but also in your school—especially as more schools move to team teaching.

Motivating volunteers is another topic of discussion at these seminars. With the shortage of resources in our schools, we must lean on our community resources to assist with meeting the many demands placed on us. Working effectively with volunteers in our schools enhances our outcomes and allows us time to focus on tasks that we would not normally have time to accomplish.

Seminar attendees also learn the importance of advocacy and public relations—and how to do it well. As leaders in the special education community, our members return home ready to advocate for their students and themselves. In addition, members learn about the importance of positively portraying special education and the importance of visibility in their communities. Effective PR opens the doors to many opportunities for our members and the students they serve.

These training events also give members a chance to renew friendships, exchange successes and challenges of their past year, network with one another, and plan future opportunities to continue the dialogue. The support network is an extremely important component for educators, and especially for special educators. Some of our members are the "only special educator" for miles around, and networking with their colleagues is a valued and welcomed opportunity.

"After our federation leadership training, I feel like a renewed person," says Matty Rodriguez-Walling, President of the Florida Federation. "I receive so much information and am revitalized with the energy exchanged among my CEC colleagues. Once at home, I reestablish my grounding in my CEC position and feel ready to return to work with new ideas to try. It's amazing how transferable the skills I acquire at the LTI are to my work situation."

CEC's federations are always on the lookout for members who want to become involved as an officer or committee chair or participate in a specific activity or serve on a committee. If you are interested in becoming a CEC leader, and in turn, reap some of the benefits, plan to attend your federation's leadership training.

Federations that schedule a training are listed below. If your federation is not on the list or you would like more information on leadership development, call 800/845-6232. Help make CEC your professional association by taking an active role in its leadership.

Leadership Training Opportunities

Arizona—Fall
Arkansas—Winter
California—Winter
Florida—Spring
Kansas—Summer
Illinois—Varies
Kentucky—Spring
Manitoba—Fall
Missouri—Fall
New Mexico—Spring
Missouri—Fall
Nevada—Summer
North Carolina—Varies
Ohio—Summer
Ontario—Summer
Pennsylvania—Varies
South Carolina—Varies
Virginia—Spring
Utah—Fall
Wisconsin—Fall ■

inside

JUNE 1997 VOL. 3 NO. 10

CEC Today is published 10 times a year, Jan/Feb, March, April/May, June, July, Aug., Sept., Oct., Nov. and Dec., by The Council for Exceptional Children, 1920 Association Drive, Reston, VA 20191-1589. Telephone 703/620-3660, TTY 703/264-9446, lyndav@cec.sped.org.

CEC Today is not copyrighted. Members are encouraged to copy and disseminate information in this publication.

CEC President: Gerald L. Hime

Executive Director: Nancy D. Safer

Editor: Lynda C. Voyles

Contributing Editors: Jacki Bootel, Department of Public Policy; Jean Boston, Publications; Jane Burnette, Grants and Contracts; Anmarie Kallas, Professional Development; Grace Zamora Durán, Membership; Karen Vermaire Fox, Student CEC; Susan Simmons, Membership

IDEA Sails Through Congress *1*
CEC Welcomes Its New Officers *2*
Member Benefits *3*
Advocacy in Action *4*
Share Your Special Education Success Stories *5*
Student CEC *6*
Multicultural *7*
Division Focus *8*
Professional Advancement *10*
Member to Member *12*
Speaking Out *14*
Who Should Learn New Behaviors—The Students or the Teachers?
Calendar of Events *16*

Advocacy in Action

CEC's Jennifer Weaver Protests the Excessive Amount of Paperwork Required by the IEP

In a statement before Congressional members on May 2, 1997, Jennifer Weaver, special education resource teacher from Hagerstown, MD, and CEC CAN Coordinator, protested the excessive amount of paperwork required by the draft bill of the reauthorization of the Individuals with Disabilities Education Act (IDEA). Weaver expressed the disappointment of herself, and of educators everywhere, that the draft bill not only did not decrease the amount of paperwork special educators must complete when generating an Individualized Education Program (IEP) but increased the paperwork required.

The draft legislation added additional sections to the IEP and incorporated new requirements, such as including a description of how the disability affects a child's participation in appropriate activities, additional statements regarding a child's appropriate placement and modifications, and a description of proposed assessments. The draft bill also required special educators to regularly inform parents of a child's progress toward the annual goals and the extent to which that progress would enable the child to achieve his or her goals by the end of the year.

These changes, Weaver said, would place an extreme burden on special education teachers, who already meet the same responsibilities as general education teachers, including preparing lesson plans, attending parent conferences, and conducting state-mandated testing and grading, as well as performing educational assessments and writing IEPs. Furthermore, completing excessive paperwork takes away time that could be spent working with students on an individual basis, assessing students, planning meaningful lessons, or evaluating student progress, Weaver said.

Weaver ended her statement with a plea for special educators and the children they serve.

"Please don't burden the already over-worked special educator by increasing the length and requirements of the IEP," she said. "In the end, it is the children who suffer the most."

Though language increasing the paperwork associated with the IEP was included in the bill passed by Congress, CEC will continue efforts to streamline IEP requirements so that the IEP is less cumbersome and more instructionally relevant to teachers and students. We thank Jennifer for helping us bring this issue before Congress.

We Couldn't Have Done It Without You!

CEC extends its heartfelt thanks to the many CEC members who gave of their time, energy, expertise, and skills in the IDEA reauthorization process. Not only is the IDEA reauthorization an example of how CEC's advocacy efforts directly impact the field and special education law, it also shows how members' voices make all the difference in making good policy become a reality.

CEC's involvement in the reauthorization was led by the Advocacy and Governmental Relations Standing Committee (AGRC). Members of this committee worked with CEC policy staff on at least a weekly basis to provide direction, offer recommendations, and communicate with other official and unofficial CEC groups. AGRC members traveled to Washington, met with Congressional and administration leaders, assisted in developing and refining CEC's positions, and devoted many hours to careful scrutiny of various drafts, comments, and bills.

The Executive Committee was crucial in representing CEC members. They met with Congressional and administration leaders and provided direction and feedback to CEC policy staff. Pam Gillet, CEC past president, and Jerry Hime, CEC president, testified before Congress.

CEC's divisions provided invaluable input and recommendations relating to their areas of expertise. They gave of their time and knowledge throughout the reauthorization process.

Position Announcement

CEC is accepting applications for an assistant executive director for its Professional Development Unit. For the qualifications required and the responsibilities of the position, please see our Web site: http://www.cec.sped.org or call 703/264-9490. Deadline for applications is June 12, 1977.

CEC's Children and Youth Action Network (CAN) is made up of federation and division leaders who have particular interest in policy matters. They gave CEC input from their units and were our conduit for disseminating policy information or advocacy requests. CAN coordinators also served as contacts for local and regional press and shared CEC policy information at local and regional conferences. Most importantly, CAN coordinators carried our message office-to-office on Capitol Hill and to Congressional members in their local offices.

Each year, CEC's Teacher of the Year travels to Washington and meets with government leaders. Last year, Don Butzko worked extensively with his senator, Christopher Dodd. Also, past CEC teachers of the year Matty Rodriguez-Walling, Sharon Gonder, and Ann Welch testified before Congress on CEC's recommendations for reauthorization.

Perhaps the most important role of CEC members in the reauthorization process has been to share their ideas with CEC staff about how to best address the current challenges faced in special education and their visions for how to improve aspects of special education law and regulation. While CEC's basic recommendations remained constant throughout the $3\frac{1}{2}$ year process, they were continually refined based on member input. In Washington, it always carries more weight when we can say, "Our members are telling us...."

Thank you to all CEC members for helping us be successful advocates for children, teachers, and families. ■

Share Your Special Education Success Stories

As a special educator, every day you see students with disabilities succeed. Sometimes their steps are baby steps, sometimes only half a baby step. But with persistence and courage, they keep pushing. And one day, these children's determination pays off. They achieve academically and/or socially; contribute their ideas, knowledge and skills to their classes; and become productive citizens of their communities.

But, these students would not have succeeded without the support of special education teachers, administrators, and researchers. By providing sound educational practices for students with exceptionalities, special educators help their students master each step along the way to academic and social success. Special education teachers learn about their students' disabilities, keep up with the latest research, and apply their knowledge on a daily basis. As a result, students who at one time would have failed in school or dropped out, now are graduating and continuing their education into college or other postsecondary educational environments or entering the workforce.

Unfortunately, not enough people know about the many successes that occur in special education. This situation has contributed to the growth of wholesale criticism of the field. Some politicians, school administrators, and the media assert that special education costs are robbing general educators of the resources necessary to implement school reform. To wit: "[Special education] has become a costly failure. Worse, it can be a scandalous waste of money that might otherwise be used to improve public education" (Gubernick & Conlin, 1997). The coup de grace in this assault on special education's legitimacy is the contention that the enterprise flat out doesn't work.

To address this situation, CEC is launching a public awareness campaign to inform the public, government officials, and others about the many children who have achieved success as a result of special education.

Your input is vital to this initiative. We need your success stories to help the public understand the positive impact special education has for our students.

What type of success story is needed?

We need stories that demonstrate successful practice with all types of students with special needs at all levels: classroom, school, or district or state education agency. As a group, the stories should illustrate special educators' effectiveness at all points along the continuum of placement options, from residential treatment to the general education classroom.

Who can write a success story?

Teachers, administrators, researchers, parents, and students can write the success stories.

What should be included in a success story?

1. The success stories should be supported or accompanied by student outcome data. Student outcomes may be defined in different ways, including academic performance, school conduct, social acceptance, health and safety, vocational skills, etc. To be most effective, the outcome data should be specific and measurable.

Ex. "*As measured by the Iowa Test of Basic Skills, Kate's overall reading achievement improved from a first-grade to a third-grade level during the first year she worked with her resource teacher, Mr. Hernandez.*"

A less effective way of presenting this information is: "*Kate's reading improved, thanks to Mr. Hernandez.*"

2. Student improvements should be linked to specific educational practices the special educator used with the student, such as repeated reading, phonological awareness, DISTAR, rehearsal, learning strategies, cooperative learning, behavior modification, reciprocal teaching, peer tutoring, mnemonics, and self-instructional procedures.

Ex. "*Kate's improvement in reading is a result of Mr. Hernandez's balanced use of phonics and whole language activities, his high expectations, and his constant encouragement.*" You could then give examples of how Mr. Hernandez used these techniques to help Kate master new educational goals.

A less effective way of presenting this information is: "*Kate's reading improved because Mr. Hernandez is a caring teacher.*"

Make sure your stories have at least two components: student outcome data and a description of the specific educational practices responsible for student achievement. If applicable, you could also include information on how working with the student one-on-one or in small groups, as well as any modifications made to the curriculum, contributed to the student's achievement.

Although the examples given above refer to only one student and teacher, it is equally important for principals and district- and state-level administrators to write stories on the success of groups of students with disabilities. Also, research reports that are clearly presented can relay how effective teaching strategies can help students overcome their disabilities.

How long should the stories be?

The stories don't need to be lengthy. One or two typewritten pages should do the trick.

When are the stories due?

We hope to begin reviewing stories and developing initial materials to use to emphasize the importance of special education in July.

Send your success stories to Special Education Success, CEC, 1920 Association Dr., Reston, VA 20191. Questions can be directed to Doug Fuchs, (P) 615/343-4782, e-mail: fuchs@uansv5.vanderbilt.edu. ■

The Successful Interview

BY JENNIFER SHUPERT

Anyone who hopes to teach must go through an interview. Prospective employers gain valuable information about candidates by interviewing them. Though interviews can be nerve-wracking, candidates can learn to show their strong points. By demonstrating knowledge of their disciplines and expressing positive attitudes, candidates can prove that they are serious about teaching. The following pointers will assist you in becoming the candidate that all schools want!

Preparing for the Interview

Research the school—Future employers expect a candidate to know something about the prospective school district. Plan to gather information about each of the districts you are considering. Entering an interview with background knowledge regarding the community and school will demonstrate serious interest in being employed by the district.

Mock interviews—Practice what you are going to say before you say it. Find a friend, parent, professor, or mirror and practice answering potential questions. You can also tape record or videotape yourself in order to check out your strengths and weaknesses. The more you practice, the more confident you will become with your overall teaching philosophy.

Possible questions you might be asked—Here are some samples of questions you should be prepared to answer:

- What is your teaching philosophy?
- Why do you want to work in our district/school?
- How and when do you discipline a student?
- How will you involve parents in your classroom?
- Describe a successful teaching experience.

Be prepared to ask questions as well—Here are a few suggestions:

- Tell me about the students who attend this school.
- Do you encourage teachers to earn advanced degrees?
- Does your school use teacher aides or parent volunteers?
- Do you have teachers serving in areas where they do not have full certification?

Highlight your strong points—Before going into an interview, make a list of your strong points as an educator. Ask family and friends to help you list your positive attributes. Be prepared to describe some of these as you answer interview questions. Employers want to know what you have to offer them—not what they have to offer you. Capitalize on your strengths and present yourself as a candidate they cannot refuse.

During the Interview

Watch your body language—A prospective employer can form an opinion about you from your body language. A limp handshake or poor eye contact can automatically give your interviewer a negative perception about you. On the other hand, candidates who use positive body language such as pleasant facial expressions and appropriate posture create a positive impact on a prospective employer.

Exhibit poise and confidence—Even if you aren't completely sure of an answer, convey confidence in all you say during the interview.

Dressing in a professional manner will help you feel more poised. So will being on time. Be enthusiastic and sincere, and leave your interviewer with a positive impression.

Bring a portfolio—As you sell your skills, knowledge, and enthusiasm, provide employers with some information about things you have done and the experiences you've had. Include a sample lesson plan, pictures and samples of work your students have done, a sample IEP, and any other information that is unique to you.

After the Interview

Write a thank-you letter—Following up the interview with a thank-you letter will set you apart from other candidates. Take the time to handwrite a note, thus ensuring your interviewer will remember you.

Follow up—Two to 3 weeks after the interview, call the district to see if the position has been filled. If it has not, ask about your status as a candidate and check to see if your interviewer would like any more information. Be certain to speak with the person who conducted the interview.

Everyone feels apprehensive about being interviewed. By using the advice given in this article, you can be well on your way to finding that teaching job you've always wanted. Best wishes! ■

Jennifer Shupert is a senior special education and early childhood major at Oklahoma Baptist University and a member of Chapter #1183. She graduated in May 1997.

Resource List

1997 Job Search Handbook for Educators by the American Association for Employment in Education (AAEE)

How to Find a Job by Robin Casey

Suddenly Unemployed by Helen K. Hosier

Knock 'Em Dead: The Ultimate Job-Seeker's Handbook by Martin Yate

CEC Offers New Book on the Disproportionate Number of Diverse Students in Special Education

Practitioners and researchers have debated for decades about the disproportionate number of culturally/linguistically diverse (CLD) students in special and gifted education. The essence of the disproportionate representation debate revolves around the issue of inappropriate placement. On the one hand, CLD students may be identified as disabled (when, in fact, they are not), and therefore, placement in special education would be inappropriate. Or, the gifts and talents of CLD students may be overlooked, which prevents them from receiving the services that would contribute to their fully developing their potentials.

To date, discussions of disproportionality problems have generally not included solutions. *Reducing Disproportionate Representation of Culturally Diverse Students in Special and Gifted Education*, edited by Alfredo J. Artiles, University of California, Los Angeles, and Grace Zamora-Durán, CEC assistant executive director, focuses on solutions. A major concern is the inappropriate placement of CLD students in special education programs due to poor instruction or lack of culturally relevant information, which in turn interferes with students' educational advancement. Similarly, the authors are concerned with the failure to place gifted and talented CLD students in programs that will enrich or accelerate their educational careers.

In the first chapter, Robert Rueda, professor at the University of Southern California and member of CEC Chapter #188, addresses instructional assessment. Rueda criticizes traditional standardized assessment approaches because they disregard student prior knowledge and cultural backgrounds. He further argues that traditional approaches fail to assess student learning in authentic meaningful contexts. Rueda proposes using performance assessment approaches that address these limitations and allow teachers more flexibility in the design of assessment procedures.

Next, contributors address three aspects of student performance relevant to the analysis of disproportionate representation: student behavior, language proficiency, and student ability. Sharon Ishii-Jordan, professor at the University of Nebraska-Lincoln and member of CEC Chapter #60, discusses the culturally-situated nature of student behavior. She suggests that educators need to be cognizant of the role of cultural meanings underlying human behavior when deciding what are normal and deviant behaviors and making referrals to special education. Her discussion provides educators with ideas to better understand student behaviors as embedded in sociocultural contexts.

Children's language proficiency is often a source of difficulty for teachers who work with students whose first language is not English. Teachers often wonder if a second language learner's academic difficulties are due to limited English proficiency or a learning disability. Zamora-Durán and Elba Reyes, professor at the University of Arizona and member of CEC Chapter #195, argue that educators need to informally screen language proficiency before requesting a more comprehensive assessment or a prereferral intervention. They offer guidelines for examining students' language proficiency within the context of instructional conversations.

Finally, James Patton, professor at the College of William and Mary and member of CEC Chapter #268, decries the underrepresentation of CLD students in gifted programs. He argues that this pattern occurs in part by the overreliance on standardized intelligence tests to determine eligibility for placement. Patton proposes using a systematic and comprehensive system to screen and identify gifted and talented CLD students. He discusses several alternative assessment procedures as well as intervention models that can help CLD students excel in these programs. More importantly, he argues for a redefinition of how ability and intelligence are understood and how beliefs and assumptions about CLD students and gifted performance can be transformed.

Order from CEC Publications, 800/232-7323, #P5219. $26.95 CEC Members, $18.95. Available July 1997. ■

Selected Products Available Through CCEC Office

Good news for our Canadian members and product purchasers! To assist and accommodate Canadian members, CEC is offering selected titles for sale through the CCEC office at prices comparable to US prices. This arrangement will be tried for 1 year on an experimental basis with the hope that Canadian members will find it a true service and member benefit.

The titles chosen for this trial run are among CEC's best selling books:

- *Survival Guide for the First-Year Special Education Teacher* by Mary Kemper Cohen, Maureen Gale, and Joyce M. Meyer
- *Tough to Reach, Tough to Teach* by Sylvia Rockwell
- *Back Off, Cool Down, Try Again* by Sylvia Rockwell
- *Crossover Children: A Sourcebook for Helping Children Who Are Gifted and Learning Disabled*, Second Edition, by Marlene Bireley
- *Life Centered Career Education: A Competency Based Approach*, 5th edition by Donn E. Brolin
- *Assess for Success: Handbook on Transition Assessment* by Patricia L. Sitlington, Deborah A. Neubert, Wynne Begun, Richard C. Lombard, and Pamela J. Leconte

Price information is available from the Director of the Canadian Office, Bill Gowling, at 613/747-9226. Fax 613-745-9282. E-mail bgowling@obe.edu.on.ca.

Division Focus

CASE

The Council of Administrators of Special Education

During the spring, CASE was actively involved in the reauthorization of IDEA and worked with CEC and other associations to have concerns addressed in final and report language. We will continue to be involved as we move forward to regulatory language.

In other major activities, CASE completed work on its bi-annual information supplied to members of the U.S. House and Senate subcommittees on Appropriations. The information provided includes basic information about students with disabilities and special education services. It also provides each member with a profile of a school district within his or her congressional district. The local district information is provided by CASE members whose hard work is much appreciated.

Work is also beginning on the CASE International Conference on Public Policy in Special Education, which will be held in San Diego, CA, on November 20-22, 1997. A strand on IDEA will be offered and Tom Hehir from OSEP will be featured in an extended dialogue with local administrators. Also included in the program will be sessions on special education finance, law, discipline, and alternative programs for students with disabilities, as well as a strand for urban administrators.

DCDT

The Division on Career Development and Transition

DCDT is pleased to announce that its membership has approved the establishment of an award to honor the memory of the late Donn Brolin. Brolin, the first president of DCDT, was a legend in the field of career development and a pioneer in transition planning. He was well known for his curriculum, *Life Centered Career Education* (LCCE). The award, called The Donn Brolin Award for State Leadership and Service, will recognize state leaders who have exemplified leadership and contribution to the area of career education and transition much as that demonstrated by Brolin.

The DCDT board wishes to thank Iva Dean Cook, Bob Ianacone, Gary Clark, and Sharon Field for their work in developing the award. We anticipate that the first Donn Brolin Award for State Leadership and Service will be given by DCDT at the next CEC convention in Minneapolis in April 1998.

DCDT has a long and noble tradition of focusing on educational outcomes across both elementary and secondary school. DCDT emphasizes preparing students for outcomes that reflect their individual choices, talents, and strengths. If you are interested in the preparation of students for life after high school and issues related to career development, future planning, school-to-work, self-determination, or transition, you will want to join DCDT.

DEC

The Division for Early Childhood

In an effort to extend support to our subdivisions and let you know how valued your work is, DEC has undertaken several activities. In March, subdivision presidents received the 1997 rebate applications with a list of regional coordinators. These coordinators will provide an empathic ear and brainstorm new ideas. Some of these ideas were shared at the Family/Leadership Day at the conference in Phoenix in December.

We would like to continue to spotlight the work of the subdivisions. If your subdivision would like to be featured in *CEC Today* or the *DEC Communicator*, please send Patti Blasco a paragraph or column about your local efforts and successes. She can be reached at pmblasco@sprintmail.com or 410/532-3669. Let us hear from you!

DISES

The Division of International Special Education and Services

For the first time at a CEC convention, an International Hospitality Room (IHR) was available for presenters and attendees from other countries to enjoy some refreshments and meet with colleagues from Canada and the United States. Several first-time CEC convention participants signed up for CEC and the Division of International Special Education and Services (DISES). Plans are already underway to have an IHR at the 1998 Minneapolis CEC convention.

DLD

The Division for Learning Disabilities

DLD is delighted to announce that Hal McGrady has been approved by the Executive Board for the position of executive director. In previous issues of *CEC Today*, a request for applicants was published. A subcommittee of the board reviewed those applications, conducted phone interviews, and recommended to the board that Hal McGrady be offered the position.

McGrady attended the Executive Board and Business meetings in Salt Lake City to learn about the current issues facing DLD. It did not take McGrady long to get actively involved since he has a long history with DLD. He has been involved in CEC and DLD since 1969 and has worked in the area of language and learning disabilities for over 40 years.

McGrady is well qualified to provide logistical and support services to the board, keep the policy manual current, represent DLD at CEC Headquarters, inform the board of developments in Washington, and serve as a transition facilitator and institutional memory for the DLD board. He is also aware that his direction comes from the board, who are the members' representatives. His work is critical in helping DLD be proactive on issues impacting our membership and the field of learning disabilities.

TAG

The Association for the Gifted

The TAG board launched a new emphasis on diversity in gifted education with a full-day training session on cultural diversity at the April board meeting. The follow-up was a showcase session on diversity on Division Day of the CEC convention in Salt Lake City. Plans are now underway for a seminar on diversity for the membership in the spring of 1998.

TAM

The Technology and Media Division

Don't miss the TAM '98 Conference, "Technology: The Gateway to Independence," to be held in Atlanta, GA, from January 15-17, 1998. For information about registration or the call for papers, call 706/542-4588, or e-mail: jlangone@coe.uga.edu. At the TAG business meeting in Salt Lake City, TAG presented the Certificate of Merit Award to Felice Kaufmann for contributions to the field of gifted education and service to TAG. A Certificate of Appreciation Award was also given to Gail Hanninen for her service to TAG as president and past president.

. . . .

IDEA, *from page 1*

Teachers may find that further professional development is necessary to meet the demands of the reauthorization's IEP requirements. These requirements ask teachers to address the areas of behavior intervention, transition, and assessment in the IEP and provide implementation strategies in the classroom.

These changes will make IEPs more complete and complex. It will also likely add to the time it takes to write them.

Highlights of the Bill

Discipline

- The school's authority to place students with disabilities in alternative placements for up to 45 days would be expanded to include students who "knowingly" possess, use, or sell illegal drugs. (Currently, schools can place students with disabilities in alternative settings if they carry weapons.)
- If it is determined that the child's behavior was not a manifestation of the child's disability, the child may be disciplined in the same manner as a child without a disability. However, educational services would not be terminated for children with disabilities.
- For a child who is a danger to self or others, hearing officers, not just courts, could order an emergency change in a student with a disability's placement when parents disagree with the placement.
- The IEP team must determine the student's interim alternative education setting (IAES). The IAES selected must enable the child to continue to participate in the general curriculum, receive services and modifications that will enable him or her to meet the IEP goals, and include services and modifications designed to address the problem behavior.

Performance Goals and Indicators

- States would be required to establish performance goals for children with disabilities and develop indicators to judge their progress.
- States must require that children with disabilities, with accommodations where necessary, be included in state- and district-wide assessment programs by 1998. Alternative assessments must be developed for children who cannot participate in regular assessments by July 1, 2000. Schools must report the results (protecting the identity of individual children).

The IEP

Under the new legislation, the IEP will include the following:

- A statement of the student's present level of functioning and measureable annual goals, including benchmarks or short-term objectives. The IEP will also explain how the student's disability affects his or her involvement and progress in the general curriculum.
- At age 14, a statement of the student's transition service needs. The transition services would focus on the student's course of study (such as participation in advanced-placement courses or a vocational program).
- An explanation of the extent to which a student will not participate in the general education class.
- Any modifications the student will need to participate in state or districtwide assessments. If the IEP team determines that the student will not participate in the assessment, the IEP will include a statement of why that assessment is not appropriate and how the student will be assessed.
- The projected date for the beginning of special education services and modifications and their anticipated frequency, location, and duration.
- A statement of how the student's progress toward the annual goals will be measured and how the student's parents will be regularly informed (which must be as often as general education students' parents are informed of their child's progress). The IEP will also state the extent to which students must progress to achieve their goals by the end of the year.

The IEP Team

The bill expands the number of members required on an IEP team. The IEP team will consist of a special and, where appropriate, a general education teacher; an individual who can interpret the instructional implications of evaluation results; the student's parents; a special education administrator; and, at the discretion of the parent or the school, other individuals who have knowledge or special expertise regarding the student.

Development of the IEP

A new section of IDEA outlines what the IEP team should consider when developing a student's IEP, including:

- The strengths of the child, the parents' concerns for their child's education, and the results of the child's most recent evaluation.
- If a student's behavior has impeded his or her learning or that of others, the strategies, including positive behavioral interventions, and supports needed to address that behavior.
- If the student has limited English proficiency, the language needs of the student as they relate to the IEP.
- If the student is blind or visually impaired, provision of instruction in Braille and the use of Braille.
- The student's communication needs.
- Whether the student requires assistive technology devices.

Parents' Participation in Placement

A new IDEA provision clarifies that each state or local education agency shall ensure that the parents of each child with a disability are members of any group that makes decisions about the educational placement of their child.

Student Reevaluations

For an initial evaluation and reevaluation, the IEP team and the student's parents can identify what additional data is needed to ensure the student is in the best program. If no additional data are needed, the school must notify the par-

Continues on page 15

Half Price Offer on *TEC* 75th Anniversary Issue

It would be hard to find a more engaging resource for teaching about the history of special education than the 75th Anniversary Issue of *TEACHING Exceptional Children*. This special issue captures the essence of how the field evolved in technology, preparation for adult roles, professional standards, politically correct terminology, and much more. The highlight of the issue is a timeline that puts events in context beginning in 1834 through the present.

If you would like to use this special issue as a supplemental text, you can receive a significant discount when you order in packages of 10. Single copies of *TEC* generally sell for $10.50 each, but we are offering a package of ten for half price while the supply lasts. Order *TEC*, Volume 29 Number 5. Package of 10 for $52.50. Call 800/232-7323, Fax 703-264-1637, or e-mail, cecpubs@cec.sped.org

Boston School Stresses Special Education, Cited for Excellence in Teacher Development

As one of the Professional Development Partnership Organizations, CEC participated in the National Awards Ceremony for Model Professional Development Programs on February 5, 1997. Hillary Rodham Clinton recognized five schools and school districts that have boosted student achievement through a strong focus on professional development.

One of the exemplary sites, the Samuel Mason School in Roxbury, Mass., stressed special education as part of its professional development program. This full-inclusion school offers intensive teacher training throughout the school year. In addition to courses through the Boston Public Schools and area colleges, the school provides study groups on particular topics, peer coaching, demonstrations of teaching strategies, colleague conferencing, and new teacher mentoring.

Since its professional development program has been in place, the school's entire teaching staff has become dual certified in general and special education.

CEC Launches a New Professional Development Strategy—The Electronic Study Group

Tired of traditional continuing education activities? Having trouble getting travel to conferences and workshops approved? Looking for a little summer enrichment? CEC has the answer! CEC will debut its exciting new professional development format, Electronic Study Groups (ESGs) in the Summer '97 issue of *TEACHING Exceptional Children*.

Our debut ESG will be based on the article, "Mega-analysis of Meta-analysis: What Works in Special Education and Related Services?"

The article summarizes meta-analysis conducted on 18 special education interventions, including behavior modification, direct instruction, peer tutoring, social skills training, and special class placement, to name a few.

What does the research say about the effectiveness of these instructional strategies commonly used in classrooms today? The study group will enable participants to engage in a facilitated online workgroup spanning a 2-week period from July 28 - August 8. The registration fee is $35 for CEC members, $20 for student members, and $50 for nonmembers. Participants must have an e-mail address and access to the Internet.

For more information or to register, call 800/224-6830 or go to our Web site, http://www.cec.sped.org. ■

New Program on Functional Skills for Students with Moderate Disabilities Available from CEC

Users of *Life Centered Career Education* (LCCE) have been asking for a version of the curriculum that would better meet the needs of students with more moderate disabilities. The original curriculum was crafted for youngsters with mild disabilities, but it was quickly determined that all students, including those with no disabilities needed the skills presented in the LCCE material. But, what about those for whom these competencies were beyond their reach? Could the LCCE content be extended to a more basic level? The answer is *Life Centered Career Education: Modified Curriculum for Individuals with Moderate Disabilities* by Robert J. Lloyd and Donn E. Brolin.

This long-awaited version of the LCCE Curriculum provides practitioners with the same easy-to-use format of the original work. A correlation table allows teachers to identify corresponding competencies in each curriculum if students are able to move from this basic version to the more advanced objectives of the original work. The modified curriculum focuses on the critical skills and outcomes individuals with more moderate disabilities need to make a successful transition from school to work and community living.

Items that are unique to this curriculum include: using vending machines, demonstrating appropriate restaurant dining, demonstrating ability to follow directions/instructions, and demonstrating gross motor dexterity in occupational training and job placements. There are a total of 75 competencies in the modified curriculum compared to 97 in the original work.

A Modified Competency Rating Scale (CRS) is included, which can be used to determine appropriate objectives to be included in the IEP or other planning documents.

Order from Publication Sales 800/232-7323. #P5194 1997 120pp $30 CEC Members $21. ■

White House Conference Offers New Research on Early Childhood

President Clinton and the First Lady hosted the White House Conference on Early Childhood Development and Learning: What New Research on the Brain Tells Us About Our Youngest Children on April 17, 1997. The conference focused on new findings on brain development in young children and emphasized the importance of children's earliest experiences in helping them get off to a good start. The latest research shows that a child's early experiences, within the first 3 years of life, dramatically impact brain development. Therefore, nurturing, interacting with, singing to, and reading to young children enhances a child's ability to learn and develop throughout his or her life.

Bruce Ramirez, CEC's Deputy Executive Director, was one of 180 participants invited to attend the conference. Participants represented a cross section of organizations and individuals who work to improve the lives of children.

How the Brain Develops

A child's brain begins to develop as early as 10-12 weeks after conception, producing trillions of neurons, or nerve cells, then eliminates the excess, according to researchers. At birth, a baby's brain contains 100 billion neurons, virtually all the nerve cells the child will ever have. However, connections between the nerve cells have not stabilized. Soon after birth, a baby's brain produces trillions more connections between neurons than it can use, laying the groundwork for whatever needs the baby might have for language, vision, etc. As the brain evolves, it eliminates those connections that are rarely or never used while strengthening those that are often used.

Many linguists believe that children learn language skills at a very early age by hearing specific sounds repeatedly. Very young babies perceive slight variations in pronunciation as totally different sounds. But, by the age of 6 months, this ability declines. For example, American babies of 6 months no longer react when they hear phonemes, such as the *eu* used by the Swedish that are not part of the English syntax. Researchers believe that children may acquire syntax until the age of 5 or 6. After that age, the ability to learn syntax decreases steadily.

Though the connections between nerve fibers continue throughout life, they reach their highest average densities around the age of 2 and remain at that level until the age of 10 or 11.

Implications of the Research

These findings corroborate the need for early intervention and superior preschool services for young children. Because it is essential that very young children receive hands-on parenting, cuddling, talking, and a stimulating environment, we must provide good, affordable day care for young children. In fact, well-designed preschool programs may help children overcome deficits in their home environment.

Another possible conclusion from these findings is that remedial education may be more effective at the age of 3 or 4 than at 9 or 10.

CEC's Response

CEC felt that this conference marked a milestone in providing quality care and education for children. In comments submitted, CEC recommended that the government focus more on young children with disabilities. CEC also recommended that Part H (early intervention) and early childhood services of the Individuals with Disabilities Act (IDEA) be permanently authorized so that educational services for young children are assured. ■

If you are interested in the latest developments in early childhood and strategies to work with this population, contact Mary McLean, president elect of CEC's Division for Early Childhood, 414/352-5400, ext. 262.

Copies of Richard Lavoie's Keynote Address on Sale!

If you were present at Richard Lavoie's dynamic keynote address, you know how inspiring his presentation is to any special educator. If you missed it, this is your chance to hear Lavoie's message.

Make this compelling videotape part of your professional library. Order now!

Call CEC Publications, 800/232-7323. Cost: $25.00. Product #M5222

TAKE IT FOR *granted*

Science Education for Students with Disabilities: The National Science Foundation is inviting proposals for projects promoting participation by underrepresented populations, especially students with disabilities, in science, math, engineering, and technology education. Deadline: July 15, 1997, for preproposals; Oct. 1, 1997, for final proposals. Eligibility: Public and private for and nonprofit organizations and institutions. Contact: National Science Foundation, 703/306-1130. Refer to announcement 97-85.

Informal Education: The National Science Foundation is inviting applications to establish and continue informal science programs that enable voluntary, self-directed, and long-term approaches to learning. Projects should use a variety of media, including television, museums, nature centers, and libraries. Deadline: August 1, 1997, and March 1, 1998, for preproposals. June 1, 1998, and November 15, 1998, for final proposals. Eligibility: K-12 schools and other public or private for profit or nonprofit organizations and institutions. Contact: Division of Elementary, Secondary, and Informal Education, 703/306-1616. Refer to NSF 97-20.

Chrysler Corporation: The Chrysler Corporation and the Chrysler Corporation Fund support a variety of education programs. Deadline: None. Eligibility: Nonprofit organizations and institutions, including K-12 schools. Contact: Lynn Feldhouse, 810/512-2502.

Back by Popular Demand!

CEC's Member-Get-a Member Campaign

CEC's Member-Get-a Member Campaign has proven so popular we are bringing it back for the third year! Take advantage of this once-a-year opportunity to win

FREE Convention Registration!

FREE Membership!

FREE Prizes!

With CEC's Member-Get-a-Member Campaign, you can earn points, which are converted into tangible rewards for your membership recruitment efforts.

CEC's Member-Get-A-Member campaign only runs through November 14, 1997. Get started now!

For a packet of information and membership applications, call 888/232-7733.

Congratulations to a CEC Winner

Routhy M. Braden won the NISC Disc in the ERIC Clearinghouse drawing at the CEC Convention in Salt Lake City. Routhy now has the ERIC database on CD-ROM and can search from the convenience of her home. Routhy is a RAP Facilitator with the Chicago Public Schools, Region 6 Office.

For information on how you can have your own inexpensive copy of the ERIC database on CD-ROM, call 800/799-3742.

CEC Thanks See's Candy

CEC would like to extend a thank-you to See's Candy. Many convention attendees had the opportunity to enjoy the mints handed out at registration, boxes of truffles distributed at the gala and California Night, and one-pound boxes offered at various hospitality events.

See's Candy has long supported CEC activities in California, and we sincerely appreciate the company's special tribute in honor of CEC President Jerry Hime and our 75th anniversary.

Summer Reading for Students with Disabilities

Preschool - Grade 3

- *My Friend Jacob*, Lucille Clifton (mental retardation)
- *See You Tomorrow*, Charles, Miriam Cohen (blindness)
- *The Beast in Ms. Rooney's Room*, Patricia Reilly Giff (LD)
- *One Light, One Sun*, Raffi (orthopedic impairment)
- *Jamie's Tiger*, Jan Wahl (hearing impairment)

Grades 4 - 6

- *Eddie's Blue-Winged Dragon*, C. S. Adler (cerebral palsy, LD)
- *The Flying Fingers Club*, Jean F. Andrews (deafness)
- *Mystery at Camp Triumph*, Mary Blount Christian (various disabilities)
- *Sink It, Rusty*, Matt Christopher (orthopedic impairment)
- *Do Bananas Chew Gum?* Jamie Gilson (LD)
- *Will the Real Gertrude Hollings Please Stand Up?* Sheila Greenwald (dyslexia)
- *Who Will Take Care of Me?* Patricia Hermes (mental retardation)
- *And Don't Bring Jeremy*, Marilyn Levinson (neurological impairment)
- *Apple Is My Sign*, Mary Riskind (hearing impairment)

Grades 6 - 8

- *Growin' Pains*, Mary Blount (brain damage)
- *Sixth Grade Can Really Kill You*, Barthe DeClements (LD)
- *Thin Air*, David Getz (blindness)
- *The Unfrightened Dark*, Isabelle Holland (visual impairment)
- *Wall of Words*, Tim Kennemore (dyslexia)
- *Autumn Street*, Lois Lowry (various disabilities)
- *Commander Coatrack Returns*, Joseph McNair (multiple disabilities)
- *The War on Villa Street*, Harry Mazer (mental retardation)
- *Every Living Thing*, Cynthia Rylant (LD)
- *The Elderberry Thicket*, Joan Zeier (dyslexia)

Grades 9 - 12

- *Kiss the Clown*, C. S. Adler (LD)
- *A Sudden Silence*, Eve Bunting (deafness)
- *The Crazy Horse Electric Game*, Chris Crutcher (neurological and speech impairments)
- *Toothpick*, Kenneth Ehtridge (cystic fibrosis)
- *Falling in Love is No Song*, June Foley (ADD)
- *Half the Battle*, Lynn Hall (visual impairment)
- *Is That You, Miss Blue?* M. E. Kerr (emotional disturbances)
- *Loving Ben*, Elizabeth Laird (Down Syndome)
- *Remembering the Good Times*, Richard Peck (ADHD)
- *The Alfred Summer*, Jan Slepian (multiple disabilities)
- *See You Thursday*, Jean Ure (blindness) ■

CEC *honor roll*

Pat Snyder, Louisiana DEC president and professor at Louisiana State University, received a certificate of appreciation from the American Occupational Therapy Association.

Frances J. Strieby, director of the Atchison Child Care Association Day Care Center and member of CEC Chapter #204, was awarded a Doctor of Humane Letters by the Benedictine College in Atchison, Kansas.

Sara Conlon, Director of the National Clearinghouse for Professions in Special Education, was recognized as an Alumnae of Outstanding Achievement from the University of Florida.

Meet CEC's 1997 Outstanding Educators

CEC is proud to introduce you to our 1997 outstanding educators. Please join us in congratulating these CEC members.

Donald D. Deshler,
1997 Wallin Award

Donald D. Deshler, Research Coordinator at The University of Kansas Center for Research on Learning and professor of special education, was honored for his groundbreaking work in providing effective teaching strategies for students with learning disabilities. His research has provided new understanding about the needs of secondary-aged students with learning disabilities, explained why these youth fail to succeed in school, and focused national attention on the chronic need for educational supports for these students. In addition, Deshler's research on intervention strategies for serving secondary students with learning disabilities has resulted in the development of a comprehensive model teachers can utilize that includes direct instructional techniques as well as methods to enhance content learning.

Frances B. Dibble,
1997 Clarissa Hug Teacher of the Year Award

Frances B. Dibble, who teaches students who are visually impaired at Glenview Elementary School in Oakland, CA, exemplifies the devotion, caring, knowledge, and skills that make an outstanding teacher of students with disabilities. In her 22 years as an educator of students with visual impairments, Dibble has served as a teacher, guide, and inspiration for her students, families, and colleagues. With unparalleled drive and commitment, she ensures her students learn the skills they need to succeed on their own as well as in integrated settings with sighted peers. Her innovative programs, which have been used as model programs throughout the country, combine life skills instruction and the traditional curriculum.

In addition to her work with children, Dibble authored the highly acclaimed article, "Focus on the Hands," published in the *Journal of Visual Impairment and Blindness*, and has presented at numerous conferences and universities.

Naomi Zigmond,
1997 CEC Research Award

The outstanding work of Naomi Zigmond, chair of the Department of Instruction and Learning and professor of special education at the University of Pittsburgh, has led to significant improvements in the education of children and youth with disabilities. Her explorations have provided new insights into why students with learning disabilities experience reading difficulties and changed established views and teaching practices across the nation. In addition, Zigmond's prototype of comprehensive services for secondary students with learning disabilities has formed the basis for programming efforts in public schools throughout the United States.

Jack R. Lamb,
1997 CEC Outstanding Contributor Award

As a member of CEC for over 30 years, Jack R. Lamb's unwavering commitment to special education has been demonstrated through the multiple CEC leadership positions he has assumed. These include Florida Federation president, Children's Action Network representative, governor-at-large, most chapter-level positions, and national Council of Administrators of Special Education (CASE) president. Not only has he served on the CASE executive board, he also established the national CASE office. Now in retirement, he continues to be an active leader in Florida CEC, other state organizations, and the community.

Mary Jean Lambert,
1997 CEC Outstanding Contributor Award

Mary Jean Lambert has served CEC tirelessly since she first became a member in 1954. She has held numerous leadership positions in CEC chapters, divisions, subdivisions, federations, and at the national and international level. She has held the following offices: president of the California Federation and the Orange County Chapter #188, co-chair of California's Local Arrangements Committee, recording secretary, member of her federation's Board of Directors, and delegate for multiple CEC conventions. In addition, Lambert chaired the Credentials and Election Standing Committee. In this position, she was instrumental in implementing computers to help identify delegates and count votes, a task that brought renewed trust and efficiency to CEC governance procedures.

A former speech/language specialist, Lambert is now retired. ■

EXTRA *credit*

Language Activities for Young Children—Two booklets from the "Ready*Set*Read Early Childhood Learning Kit" announced at the White House Conference on Early Childhood Development and Learning are available on line. Address: http://www.ed.gov/inits/americareads.

Drug and Violence Prevention Resource—*Creating Partnerships for Prevention: Using the Arts and Humanities to Build Resiliency in Youth* is a free resource guide for schools, cultural organizations, and others working with youth. The activities are targeted for middle-school aged youth, with adaptations for older and younger students. To order, send or fax your name, school/organization, and address by August 1, 1997, to LSG - Creative Partnerships, 1819 L St., NW, #300, Washington, DC 20036, FAX: 202/628-3020.

Who Should Learn New Behaviors? The Students or the Teachers?

BY HERBERT L. FOSTER

Though the reasons for disproportionate numbers of students from diverse cultures in special education remain murky, educators must take a close look at themselves and see if their attitudes are contributing to the problem. Though educators may have the best of intentions, they may not be prepared to work with students from diverse backgrounds. Thus, when faced with situations or behaviors with which they are unfamiliar, these teachers may be too quick to react, to label a child a problem, or conclude the child needs to be removed from his or her classroom.

But, it may not be the child who needs to learn new behaviors. It may be the teacher who needs to learn how to relate and work with children from diverse backgrounds.

As I say this, I look back on my days of teaching. I was a teacher and administrator in the New York City Public Schools for 17 years. After a rocky start, where on my first day of teaching I hid under my desk in fear, I realized that I had to change my behavior first to get my students to change their behavior and learn.

A Problem of Race and Class

When students from diverse cultures are assigned to special education out of proportion to their numbers in a district, I see a basic problem related to race and class. The problem is likely to occur when a teacher gets into a situation in which he or she is uncomfortable when working with a student from a different background. The teacher's, perhaps unconscious, negative racial stereotypical feelings are so reflexive they come to the forefront and direct the teacher's interpretation of the student's language and behavior. This misinterpretation of culturally diverse student language and behavior is the first step in the referral process toward special education and school problems.

The fall 1995 issue of the *Journal of African American Men* published my four-year study in which I asked 3,130 respondents to please list the stereotypical beliefs, feelings, expectations, and fantasies the average person has about African-American males—a very taboo subject. Of the 1,627 educators in the study, 27.7% specified that African-American males were considered "dumb," "ignorant," and "less intelligent than others." Furthermore, 17.4% responded that African-American males were thought to be "uneducated." And, 10% said African American males were seen as "unmotivated and apathetic."

While these statistics reflect the opinions of the "average American," one cannot help but wonder how many of these attitudes follow us into the classroom—even when we do not intend for them to affect our teaching or the way we relate to our students of diverse backgrounds.

Coming to Grips with Our Feelings about Race

Other than, perhaps, the armed forces, our institutions have not come to grips with how our feelings about race and class direct our behavior toward one another. Sadly, teachers receive very little assistance, if any, from their college or inservice courses to help them understand how negative, even unconscious, feelings about student race or class may affect their teaching an increasingly pluralistic student population.

We Must Help Children Achieve and Keep Their Cultural Identity

Student learning depends in good part upon teacher expectation. Therefore, it is important that teachers believe their students can learn.

All children, if they do not know, should be taught how to speak, behave, and dress appropriately for social situations in addition to the academic subjects they are expected to master in school. These goals should be accomplished without derogating these students' ethnic, cultural, racial, class, or religious backgrounds. These children should also be allowed to retain the ability to "chill" on the corner with other members of their ethnic or cultural group if they so desire, while learning how to speak, dress, and behave for business or professional success.

Though our schools have worked fairly well for middle-class students, with few exceptions, our schools have failed at educating nonwhite and non-middle-class students. To overcome this negative educational reality, if more teachers want to be effective educators, more teachers have to first change their teaching behavior in order to encourage more of their students to change their learning behavior. ■

Herbert L. Foster is a professor emeritus at the Buffalo State University of New York and member of CEC Chapter #402.

Speaking Out reflects the opinions of individuals. Your comments are welcome!

CEC Resources on Multicultural Education

CEC offers several excellent resources on multicultural education. Some of our most popular are:

Reducing Disproportionate Representation of Culturally Diverse Students in Special and Gifted Education, by Alfredo J. Artiles and Grace Zamora-Durán, Editors #P5219 $26.95, CEC Members $18.95

Schools and the Culturally Diverse Exceptional Student: Promising Practices and Future Directions by Alba A. Ortiz and Bruce Ramirez, Editors #P326 143pp **Special Price $12.50**

Language Minority Students with Disabilities by Leonard Baca and Estella Almanza #P357 56pp. $9.75, CEC Members $6.80

To order, call 800/CEC-READ

IDEA, *from page 9*

ents of that determination, the reasons for the decision, and their right to request an assessment to determine if the student still has a disability.

Services for Children Ages 3 - 9

The state and local district has the option of changing the definition of "child with a disability" for children ages 3-9 to developmentally delayed. This allows schools to serve these children without identifying their disability, thus avoiding labeling.

Preschool Program

Rather than a maximum of $1,500 for each eligible child, the new legislation authorizes a flat $500 million for FY 1998 and such sums as necessary for each subsequent fiscal year for preschool programs. Also, the preschool formula allows states to retain an amount equal to 25% of the amount the state received for FY 1997 plus future increases at the lesser of the rate of inflation or federal appropriations increases.

Infants and Toddlers with Disabilities

States are encouraged to expand opportunities for children under 3 years of age who would be at risk of having substantial developmental delays if they do not receive early intervention services.

Race Disproportionality

New provisions require that the state examine data to determine if a significantly disproportionate number of students from diverse races are placed in special education programs. If so, the state must review and, if appropriate, revise its policies and practices.

Personnel Standards

State educational agencies must establish and maintain standards to ensure personnel are appropriately and adequately prepared and trained. Also, states may require local education agencies to make an ongoing effort to recruit and hire appropriately and adequately trained personnel. In areas experiencing a shortage of such personnel, school districts should hire the most qualified individuals available who are working toward completing the coursework necessary to meet the standards within 3 years. A new provision allows the use of paraprofessionals and assistants if they are appropriately trained and supervised.

Mediation

- States will be required to establish a mediation system in which parents and schools may voluntarily participate. However, mediation may not be used to deny or delay a parent's rights to due process.
- Schools will be permitted to require parents to attend a mediation promotion session if they have chosen not to use the mediation process.
- Attorney fees for successful mediations undertaken before parents started to pursue due process will be eliminated.
- Attorney fees for IEP meetings will be eliminated unless the IEP meetings were convened as a result of an administrative or judicial hearing.

Support Programs

The 14 support programs have been consolidated into Subpart 1: State Program Improvement Grants for Children with Disabilities and Subpart 2: Coordinated Research, Personnel Preparation, Technical Assistance, Support, and Dissemination of Information. Subpart 2 includes two chapters: Chapter 1, Improving Early Intervention, Educational, and Transitional Services and Results for Children with Disabilities through Coordinated Research and Personnel Preparation, and Chapter 2, Improving Early Intervention, Educational, and Transitional Services and Results for Children with Disabilities through Coordinated Technical Assistance, Support, and Dissemination of Information.

Funding Changes

- Language that entitles states to 40% of the average per pupil expenditure for every child served under IDEA has been eliminated. The Secretary of Education and the Secretary of the Interior will provide grants and use the most recent population data to determine funding.
- Once the federal appropriation reaches $4.9 billion, new dollars will be allocated based 85% on census numbers and 15% on poverty rates. However, no state will receive less than before the new formula took effect.
- The setaside for state administration and programs will be capped at the fiscal 1997 amount plus inflation.
- The burden of special education on local districts can be reduced by sharing costs among the state education department and public agencies. For example, a public agency may be assigned responsibility to pay for assistive technology devices, supplementary aids and services, or transition services.
- Part B funds can be used for special education and related services provided to a child with a disability in accordance with the IEP, even if one or more nondisabled children benefit from those services.
- The federal government can withhold part of a state's payment or all funds if it fails to comply with requirements.

Professional Development Fund Requirement

A state education agency that receives a State Program Improvement Grant is required to use not less than 75% of the funds to ensure that there are enough general education, special education, and related services personnel who have the skills and knowledge necessary to meet the needs of children with disabilities or to work with other states on common certification criteria. If a state can demonstrate that it has the personnel needed, the state may use not less than 50% of the funds for these purposes.

Examples of professional programs that would meet these criteria include preparing general and special education personnel with content knowledge and collaborative skills; enhancing the ability of teachers and others to address the conduct of children with disabilities that impedes learning; acquiring and disseminating educational research findings to school personnel; and adopting promising practices, materials, and technology. ■

For a summary of the IDEA reauthorization, see our Web site: http://www.cec.sped.org.

CALENDAR OF CEC *events*

june

June 24-25, 1997
CEC's LCCE 2-Day Training. Wallace Wallin School, New Castle, DE. Trainer: Valerie McNinch. Contact: Anmarie Kallas, 703/264-9473.

july

July 18-19, 1997
CCBD Summer Training Institute, "Turning Kids on to Learning and Keeping Them in School." Sheraton Portland Airport Hotel, Portland, OR. Contact: Lyndal Bullock, 817/565-3583.

July 25-26, 1997
CCBD Summer Training Institute, "Turning Kids on to Learning and Keeping Them in School." Executive West Motor Hotel, Louisville, KY. Contact: Lyndal Bullock, 817/565-3583.

august

August 2, 1997
Preparing Folios for CEC Review of Professional Preparation Programs. Reston, VA. Contact: Fred Weintraub or Sabata Morris, 703/264-9402.

september

September 25-26, 1997
Alberta Federation Conference, "Challenging Exceptional Children," Black Knight Hotel, Red Deer, Alberta. Contact: Phyllis Kalmanovitch, 403/286-4955

october

October 2-4, 1997
CCBD International Conference, "Creating Positive School Communities for the 21st Century: Strategies for Keeping Kids with Problem Behaviors in School." Harvey DFW Airport Hotel, Dallas (Irving), TX. Contact: Lyndal Bullock, 817/565-3583.

October 16-17, 1997
Kansas Federation Conference, "One Child at a Time." Harvey Hotel, Wichita, KS. Contact: Susan Bowles, 913/625-3257.

October 16-18, 1997
DCDT International Conference, "Creating Amazing Transitions." Doubletree Paradise Valley Resort, Scottsdale, AZ. Contact: Ann Marie Cook, 703/698-6091.

October 16-18, 1997
Florida Federation Conference, "Celebrating Creative Connections." adams mark Hotel at the Florida Mall, Orlando, FL. Contact: Lee Sherry, 813/553-3184.

november

November 6-7, 1997
Pennsylvania Federation 38th Annual Convention. "New IDEA(s) in Special Education," Hershey-Harrisburg Holiday Inn Grantville. Contact: David Bateman, 717/532-1460.

November 6-8, 1997
New York State Federation Conference, "Celebrating the Challenge of Diversity in Special Education." Hotel Pennsylvania, New York City. Contact: Marsha Lupi, 212/772-4701.

November 12-16, 1997
20th Annual TED Conference, Savannah, GA. Contact: Diana Hammitte, 912/681-5301

November 12-15, 1997
CEDS 4th Topical Conference: "Assessment—The Key for Successful Intervention." Arlington Park Hilton, Chicago, IL. Contact: Carol Swift, 810/370-3067.

THE COUNCIL FOR EXCEPTIONAL CHILDREN
1920 Association Drive
Reston, VA 20191-1589

NONPROFIT
ORGANIZATION
U.S. POSTAGE
PAID
RICHMOND, VA
PERMIT NO. 930

CEC today

EXCLUSIVELY FOR MEMBERS OF THE COUNCIL FOR EXCEPTIONAL CHILDREN

VOL. 4 NO. 1
JULY 1997

A Special Education First!

CEC Launches Program to Recognize Professional Special Educators

For the first time in history, qualified special educators have the opportunity to obtain individual professional recognition. CEC has launched a new program to provide special education professionals the opportunity to demonstrate that they meet CEC's standards for practice in the field and to be recognized for that accomplishment. A special educator anywhere in the world who meets the criteria will be designated a Professionally Recognized Special Educator (PRSE). PRSEs are currently available in special education teaching, special education administration, and educational diagnosis. The PRSE is available to both CEC members and nonmembers.

Why We Need the PRSE

Currently every state and province defines for itself who a special educator is and what criteria a professional must meet to be eligible to practice in each jurisdiction. There is more diversity in those criteria than in any other field of education.

Because of this and the shortages in our field, many professional special educators find themselves working alongside individuals who have been hired as special educators but do not meet professionally recognized standards. Often, parents, other professionals, and the public are not able to distinguish between professionally qualified and unqualified special educators. The PRSE provides qualified special educators the opportunity to demonstrate to others that they have met professionally recognized standards.

Although having a PRSE will not at this time guarantee eligibility for employment, as states and provinces align their certification and licensure standards with CEC's, special educators holding a PRSE will be able to more readily demonstrate that they meet such standards. This will increase their ability to move to new locations and meet the appropriate licensure standards. In addition, the Council of Administrators of Special Education (CASE) has adopted a resolution calling on administrators to give priority to hiring special educators who meet CEC standards.

"CASE supports the PRSE program," says Jonathan McIntire, special education coordinator in Manchester, VT, and CASE president-elect. "We strongly urge special education administrators to apply for a PRSE themselves and encourage and assist their fellow special educators to also apply.

"For the past several decades we have been focused on filling personnel shortages in our field. The challenges ahead, however, are to produce significant outcomes for the students we serve. We can only do this if we ensure that the special education professionals who serve students with exceptionalities, including teachers, diagnosticians, and administrators, have the knowl-

Continues on page 9

Technology Is Underused in Special Education

Though technology is much better and more available than in the past, the use of technology in special education is not really extensive or intensive, according to national study by Macro International, Inc., and the Office of Special Education Programs. These results, which mirror that of general education, surprised researchers, said Elaine Robey, principal investigator. But, the same factors that keep general educators from effectively using technology are impacting special education's use of technology.

One of the major reasons special educators do not take more advantage of technology in the classroom is lack of training and technical assistance. Though educators may have a grasp of how particular technological tools work, rarely are they taught how to integrate technology into the curriculum. Furthermore, professional development in technology

Continues on page 5

inside

High School CEC Club Sponsor Named Teacher of the Year 6
Grant Writing for Fun, Profit, and Survival 12
Why Doesn't Social Skills Training Work? 14

CEC's Third MGM Campaign—Exciting Opportunities

It's never too early to think about next year's convention. The Member-Get-A-Member (MGM) campaign is going into its third month, and the competition between CEC units is heating up!

How many members have you recruited? You only need to recruit six professional members to get your CEC convention registration paid for.

Or, you can win free products and publications, free membership, and other prizes that will benefit you and your unit! But you must hurry—the campaign ends November 14, 1997.

If you would like to receive more information on this campaign, please call 888/232-7733 and ask for your personal MGM campaign kit.

Don't miss CEC's MGM campaign. Call today!

CEC Headquarters Recognized for Community Service

On June 5, 1997, CEC Headquarters was honored for its participation in the Fairfax County Public School's Department of Student Services and Special Education Career and Transition Programs and Services.

CEC Headquarters has participated in the program since 1991, providing work experience opportunities for area high school students who have exceptionalities. We are proud to work with the schools in this way, and we are proud of the students who give us their time, talent, and enthusiasm.

Position Announcement

CEC is accepting applications for an assistant executive director for its Professional Development Unit. For the qualifications required and the responsibilities of the position, please see our web site: http://www.cec.sped.org or call 703/264-9490. Deadline for applications is August 4, 1997.

CEC Ensures Accommodations Are Included in National Assessments

CEC is working to ensure the national assessments, scheduled to be administered in the spring of 1999, include appropriate accommodations for students with disabilities. In addition to working with the Office of Educational Research and Innovation, CEC will be directly involved in providing input to test developers on considerations for students with disabilities, as well as evaluating the tests.

The national tests, which will be administered on a voluntary basis, will assess students' reading in Grade 4 and math skills in Grade 8. The tests will be made available to states, districts, schools, teachers, and other individuals who assess students. Thus far, six states have agreed to use the national assessments: Kentucky, North Carolina, Michigan, Maryland, Massachusetts, and West Virginia.

Unlike other national assessments, such as those administered by the National Assessment of Educational Progress (NAEP) or the Third International Mathematics and Science Study (TIMSS), the national assessments will be administered to all children rather than to a representative sampling. Also, parents and teachers can receive the scores for individual children, which they can use for instructional purposes, as well as to see how a student's skills compare with the national average.

Including students with special needs in standardized assessments gained new prominence in early June with the reauthorization of the Individuals with Disabilities Education Act (IDEA). IDEA mandates that students with disabilities, with accommodations where necessary, be included in state- and district-wide assessments. President Clinton also stressed the need to include students with special needs in all assessments when he announced the results of the TIMSS testing, which ranked America's fourth-graders among the top in the world in math and science.

Both the national assessments and TIMSS are following NAEP's lead in including students with disabilities in assessments. Recently, NAEP has expanded its inclusion rules for students with special needs. NAEP will include all students with disabilities in its assessments "unless an IEP team or equivalent group determines that a student cannot participate or the student's cognitive functioning is so impaired that he or she cannot participate, even with accommodations." Accommodations NAEP used in its new math test included large-print booklets and large-face calculators, Braille booklets and talking calculators, and accommodations in administration procedures (e.g., unlimited testing time, individual or small-group administration, allowing students to give answers orally or with a special mechanical apparatus). Also, for limited-English proficient students, Spanish-English bilingual assessment or Spanish-only assessment booklets were provided.

Formerly, students with disabilities were excluded from NAEP assessments if they were mainstreamed less than 50% of the time in academic subjects and were judged to be incapable of participating meaningfully in the assessment. Students with disabilities were also excluded from NAEP testing if an Individualized Education Program (IEP) team determined they would not benefit from the assessment. Under this policy, about half or more of the students who had an IEP or were limited-English proficient were excluded from the NAEP assessments.

More Work to Be Done

Despite these gains, more needs to be done to include students with disabilities in standardized assessments effectively. For example, test developers may not be aware of the broad range of accommodations that can—or should—

continues on page 13

It's Time for Your Benefits Check-Up!

Physicians recommend a yearly physical examination to ensure good physical health. Likewise, financial experts recommend a yearly examination of your personal financial management plan to ensure your good fiscal health. As a CEC member, you are eligible for a number of programs and services that can help you spend less and save more! Give yourself a "check-up" now—review CEC's member benefits, and take advantage of those that best suit your needs.

Insurance

CEC has 13 plans covering professional/personal, life, and health insurance including:

- Professional liability insurance—This plan is available to all full-time and part-time professional employees in education, including students, paraprofessionals, and related personnel.
- Life insurance.
- Health, sickness, and accident insurance, including major medical, short-term medical, and excess major medical.

For more information, call Forrest T. Jones and Company, Inc. at 800/265-9366.

Credit Cards and Loan Programs

MBNA America offers the following programs exclusively for CEC members:

- Gold MasterCard—This card carries no annual fee and offers 24-hour, toll-free, customer service and 30-minute credit-line decisions. To apply, call 800/847-7378. Please use Priority Code 6PID when you call.
- The GoldOption program—This renewable line of credit provides fixed payments and a set term that you select. To learn more, call 800/626-2760 and identify yourself as a CEC member.

Retirement Planning

The easy Retirement Plan's comprehensive package of retirement planning products and services from The Variable Annuity Life Insurance Company includes:

- Retirement Planning Specialists.
- Retirement-investment education programs, materials, and seminars.
- Access to computer-based retirement planning software and services.
- A wide range of fixed and variable investment options.
- State-of-the-art administration of retirement plans and expert account assistance.

For more information, call VALIC at 800/44-VALIC.

Car Rental

With Hertz, CEC members can save on their car rental needs throughout the U.S., Canada, Europe, and the world. Present your CEC identification number or the Hertz Member Discount number #042434 when you reserve your car. For reservations, call 800/654-2200.

Long Distance Phone Service

CEC's Members' Long Distance Advantage (MLDA) program gives you:

- Up to 25% off on long-distance calls.
- Additional hours of off-peak service.
- Free switch-over fee (up to $50.00).
- No minimums, monthly fees, or restricted calling circles.

To activate this service, call Trans National Communications at 800/435-6832.

Home Mortgage Program

CEC has joined with PHH US Mortgage Corporation to offer members access to a unique home financing program offering the following benefits:

- Apply by phone on your schedule.
- Low down payment loans.
- Special programs for first-time buyers, vacation homes, and construction loans.
- Competitive rates.
- Free mortgage counseling.
- Guaranteed 24-hour approval for qualified borrowers.
- Free loan qualification estimate.

For more information, call 800/210-8849, priority code RE1.

Home Shopping

Save yourself the hassle of traffic and crowded malls with Canadian CEC's video home shopping network. You can choose from thousands of products from the comfort of your home. For information, call 800/737-8274. ■

inside

JULY 1997 VOL. 4 NO. 1

CEC Today is published 10 times a year, Jan/Feb, March, April/May, June, July, Aug., Sept., Oct., Nov. and Dec., by The Council for Exceptional Children, 1920 Association Drive, Reston, VA 20191-1589. Telephone 703/620-3660, TTY 703/264-9446, lyndav@cec.sped.org

CEC Today is not copyrighted. Members are encouraged to copy and disseminate information in this publication.

CEC President: Linda Marsal

Executive Director: Nancy D. Safer

Editor: Lynda C. Voyles

Contributing Editors: Jacki Bootel, Department of Public Policy; Jean Boston, Publications; Jane Burnette, Grants and Contracts; Margie Crutchfield, Professional Standards; Anmarie Kallas, Professional Development; Grace Zamora Durán, Membership; Karen Vermaire Fox, Student CEC; Caroline O'Connell, Communications; Susan Simmons, Membership

CEC Launches Program to Recognize Professional Special Educators *1*

Technology Is Underused in Special Education *1*

CEC Ensures Accommodations Are Included in National Assessments *2*

Member Benefits *3*

Advocacy in Action *4*

Student CEC Spotlight *6*

Canada *7*

Division Focus *8*

Professional Advancement *10*

Member to Member *12*

Speaking Out *14*
Does Social Skills Training Make a Difference?

Calendar of Events *16*

Advocacy in Action

President Clinton Praises IDEA Reauthorization Bill, Signs It into Law

President Clinton signed the Individuals with Disabilities Education Act (IDEA) reauthorization into law on June 4, 1997. In remarks made before hundreds of Congressional members, advocates, parents, and children with disabilities gathered on the White House lawn, the president reaffirmed the mission of IDEA and the need to advance its goals.

The president praised the new law, saying it "makes it clear once and for all that children with disabilities have the right to be included in school activities like work experience, science clubs, and field outings." He also commended the law's mandates that children with disabilities have access to the general education curriculum, as well as provisions for general education teachers to acquire more training in working with children with special needs.

The legislation is an affirmation of our belief in the potential of children with disabilities and our promise to ensure they receive the education they need to achieve their potential, the president proclaimed, as well as a promise to continue to fight for the rights of children with disabilities.

"To the American people, we are saying that we do not intend to rest until we have conquered the ignorance and prejudice against disabilities that disables us all," he said.

President Clinton's concluding remarks emphasized the fact that the American dream holds true for all its citizens, including those with disabilities:

"In America, the American Dream is alive for all our people. In America, we recognize that what really counts is the spirit and the soul and the heart, and we honor it with this legislation."

CEC Expresses Concern About Job Training Legislation

As a first step in job training legislation, this spring the House passed the Employment, Training, and Literacy Enhancement Act of 1997 (H.R. 1385). CEC is guarding against any funding aspect in the law that will put money earmarked for rehabilitation into programs that are not related to education, training, and employment.

The bill consolidates more than 60 federal job training programs through the establishment of three block grants to the states: an Adult Employment and Training Opportunities Grant, a Disadvantaged Youth Employment and Training Opportunities Grant, and an Adult Education and Literacy Grant. Vocational Rehabilitation programs are not consolidated in these training block grants. The bill also reauthorizes the Rehabilitation Act for 3 years.

Building on positive reforms already under way in states and local communities, H.R. 1385 puts authority and responsibility into the hands of persons with disabilities, providing them with choices in the selection of occupations, services, and service providers. By empowering individuals with disabilities to make decisions about their own lives and individual needs, this bill enables states and local areas to effectively implement welfare reform. The focus of welfare reform, moving welfare recipients from welfare to work, is the ultimate goal for persons with disabilities.

Congressman William Goodling (R-PA), Chair of the House Education and the Workforce Committee, said that the changes to the Rehabilitation Act were an interim step to allow the 106th Congress to do a more comprehensive review of rehabilitation programs.

The bill now goes to the Senate, which plans to consider separately the job training provisions and the Rehabilitation Act. The Senate Labor and Human Resources Committee will take a comprehensive look at the bill and will likely hold hearings in July or August.

CEC will focus on seeing the Rehabilitation Act reauthorized with appropriate improvements.

CEC Troubled by Juvenile Crime Control Act of 1997

CEC is troubled by the House version of the Juvenile Crime Control Act of 1997 (H.R. 3) passed this spring. The bill calls for tougher criminal treatment, such as having juveniles as young as 13 waived into the adult prison system and giving juveniles longer sentences for weapon, drug, and gang-related offenses. The bill would also make it easier for federal prosecutors to try juveniles accused of violent or drug trafficking crimes in federal jurisdictions as adults, as well as provide financial incentives for states to adopt similar tough treatment in local courts. In addition, the House bill would authorize $1.5 billion in grants for states that adopt the tougher treatment for juveniles.

CEC would prefer to see changes in the juvenile justice system that help prevent juvenile crime and that offer rehabilitation for youthful offenders. CEC also believes juveniles should not be treated the same as adults. Recent studies show that trying juveniles as adults has serious consequences for public safety, and juveniles who are tried as adults are more likely to commit more serious crimes when released. In addition, juveniles who are tried as adults—who today may be as young as 13 or 14—are frequently housed with adult prisoners and receive no educational or vocational training, significantly reducing the likelihood that they will successfully return to society.

The Clinton administration opposes H.R. 3 because there is not enough juvenile crime prevention money in the bill and the bill doesn't focus enough on gun-related offenses. Further, the Clinton administration recommends adding language that requires childproof locks on guns. ■

Technology, *from page 1*

usage requires sustained, consistent training, rather than a "one-shot" workshop on a particular application.

Another reason educators do not use technology more often is that they do not have access to computers. Although the number of students per computer has fallen dramatically in the past 12 years (on average, schools have one computer for every nine students), schools still do not have enough computers for students and teachers to use the technology effectively. Even in schools that have at least one computer for every five students, computer time is severely limited. With perfect maintenance and scheduling, one computer for every five students provides 30 minutes a day of computer time per student, according to the report, "Fostering the Use of Educational Technology: Elements of a National Strategy."

Furthermore, though schools may have more computers today, they may be old and unable to handle new technologies such as CD-ROMs, or the older models may not be compatible with new computers the school has acquired. Or, technology may be inaccessible because no one is available to repair broken computers.

Finally, special educators report that they do not have access to appropriate computer software. It is often difficult for special educators to learn about the software that is available. Also, because the software they need serves such a small population, special educators may not be able to obtain it through their school.

Those special educators who teach students with severe disabilities face an additional difficulty in that they may need software that is age appropriate but teaches fundamental skills. Currently, software publishers have not yet made adequate inroads into this area.

Despite these obstacles, special educators find technology beneficial. Over 90% of those interviewed believe that technology use has a positive impact on students' self-esteem. The overwhelming majority also felt that technologies helped students achieve their Individualized Education Program (IEP) goals. And, technology also served as a great motivator for students with special needs.

However, special educators were uncertain about the impact of technology on students' standardized test scores, and opinion on the impact of technology on course grades was mixed.

Survey Results

Following are highlights from the Macro International, Inc., survey.

Literacy Skill Development and Use of Word Processing

Word processing software, spellcheckers, and grammar checkers are used primarily for improvement of written expression.

- Over 95% of users employ word processing for improvement of written expression.
- A surprisingly high percentage—over 40% for word processing and grammar check software and 30% for spellcheckers—use this software to improve reading skills.

Literacy Skill and Use of Computer Programming and Authoring

Computer programming languages are used to help students acquire reading, written expression, math, critical thinking, problem-solving, and decision-making skills.

- LOGO, in particular, was seen as being valuable for developing critical thinking and problem-solving skills, with over 88% of its users employing LOGO for this purpose.
- Authoring software is employed by more than 55% of its users to improve reading, written expression, critical thinking, problem-solving, and decision-making skills.

Literacy Skill Development and Use of Spreadsheet Software

Special purpose spreadsheets, such as home budgeting software and general use spreadsheets such as Excel, are seen as contributing to the development of a wide range of literacy skills.

- Over 50% of users employ this software to help students acquire reading and written expression skills, and over 40% use it to help students acquire critical thinking, problem-solving, and decision-making skills.
- Less than 25% use spreadsheet software to improve students' math skills.

Literacy Skill Development and Use of Instructional Software

All types of instructional software applications are used to promote the full range of literacy skills: 53% to 79% use instructional software to promote the development of reading skills, and 55% to 79% to promote the development of math skills.

- Use of simulations, games, and problem-solving applications to promote the development of critical thinking, problem-solving, and decision-making skills ranges from 49% to 79%.
- Use of tutorial software for drill and practice ranges from 37% to 43%.

Literacy Skill Development and Use of Television and Video

- TV and video are used by over 75% of users to promote the development of listening skills.
- Over 35% of special educators use video to promote the development of critical thinking, problem-solving, and decision-making skills.
- Captioned video is being used by 60.7% of users to improve students' reading skills.
- Video cameras are being used by 62.3% of users to promote oral expression.

Literacy Skill Development and Use of Audio

Audio is used extensively to promote the development of both listening and reading skills.

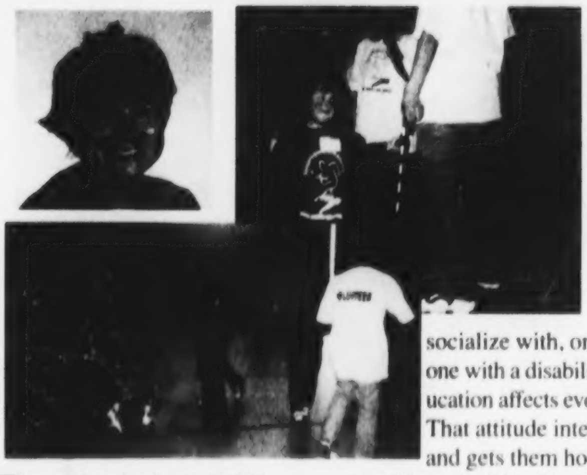
- Audio tape is used by 89.9% of users to develop listening skills and by 67.1% to develop reading skills.
- The Language Master is being used by 62.4% to promote the development of listening skills and by 72.4% to promote the development of reading skills.

Attitudes About Technology Use in Special Education

A high percentage of those who work directly with students, such as special education teachers and related service providers (96.1%), and those who work indirectly with students, such as administrators (98.9), believe that today's technologies can help students with disabilities gain literacy skills.

Continues on page 15

High School CEC Club Sponsor Named Teacher of the Year



Iris Puccini (left) was named teacher of the year. Members of her high school club and children with disabilities celebrate Exceptional Children's Week at her school's Field Events Fun Day (right and center).

The student body of the Niles North High School in Glenview, IL, named Iris Kerbis Puccini its 1997 Teacher of the Year at its annual awards ceremony this spring. This is the first time Niles North High School has given the award to a special education teacher, and Puccini was surprised and honored to receive it. The award is especially meaningful to her since she graduated from Niles North.

Puccini teaches only 12 students, but she also serves as the Niles North CEC Club sponsor. It is through the CEC Club that Puccini has reached so many students at Niles North High School. The club is 40 members strong; and members study, socialize, and learn together. Throughout the year they conducted various social activities, designed a Homecoming float, planned a field day for Exceptional Children's Week, served as Peer Helpers, and learned about the career of special education. They even started a sign language club and performed the national anthem at graduation.

The Niles North CEC Club has been active since 1989, and during that time, Puccini has made an impact on many students who have become special educators. No matter what you do in life, Puccini believes that you will live next door to, work with, socialize with, or play with someone with a disability, so special education affects everyone. That attitude interests students and gets them hooked. Alicia Prince, the Niles North CEC Club president, says Puccini has helped her realize what great rewards a career in the field of special education has to offer.

Many of Puccini's former CEC Club members are now involved with Student CEC and serve in a wide variety of leadership positions. Tina Obradovi, president of Miami University Chapter #739 in Oxford, OH, says that Puccini influenced her to be a special educator by exposing her to the career of special education. Without Puccini's influence, Obradovi says she wouldn't have known as much about special education or CEC. Her sister, Donna, is following in her footsteps and will be president of the Niles North CEC Club next year.

Another protege of Puccini's, Polly Parrish, says that Puccini encouraged her involvement in MRDD and challenged her to make the most of herself as a special educator. Parrish is a former Student CEC president and president elect of MRDD.

Puccini has been involved with CEC since she was a student at the University of Wisconsin-Oshkosh. She is actively involved with North Suburban Chapter #57 and is running for president of the Illinois Federation. Puccini is also a member-at-large on the MRDD Board and a member of the Knowledge and Skills subcommittee.

Puccini shares her love for CEC with all she meets. She believes that to be a professional in the field of special education, you must be a member of CEC, and she lets her students know that.

Puccini is a mentor, advocate, and leader. She recruits students to follow in her footsteps and lets them know how important CEC is to their professional development. Puccini has a legacy of followers who credit their career in special education to her. It is this commitment that makes her so deserving of the Teacher of the Year award for Niles North High School.

Buffalo State College Chapter #117 Honors Tonawanda Love and Care High School Club

This spring, Buffalo State College Chapter #117 recognized the Tonawanda Love and Care (TLC) Club as the outstanding club of the year. The awards ceremony was highlighted by the appearance of Congressman Jack Quinn, who praised the club and its many activities supporting children with disabilities.

The award capped a wonderful year for the TLC Club, which planned many different activities throughout the year and worked with Buffalo State College to make those activities successful.

"It is an honor to be recognized by Chapter #117," said Robin Carlisi, TLC Club advisor. "Our club is so active and our students are so dedicated that we are thrilled to receive the award."

TLC Club members who attend Buffalo State College and the Exceptional Education Program can earn college credit by participating in the club.

"This is a unique program," said Paul Thoms, chapter advisor for Buffalo State Chapter #117, "because it allows us to give students who are spending time learning about the career of special education credit for the work they are doing while in high school."

For more information on CEC Clubs or collaborations between CEC Clubs and Student CEC chapters, call Cheryl Racey, 888/232-7733 or e-mail, cheryln@cec.sped.org. ■

Meet Canada's New Officers

Please join us in welcoming the following Canadian CEC officers to their new positions.

Wayne Nesbit
President
A professor at Memorial University of Newfoundland, Wayne Nesbit has served education in many different capacities. In addition to his current role, Nesbit has taught in public schools in both general education and special education and authored three books on psychology and special education.

Nesbit has been involved in CEC for 25 years, holding leadership positions at the provincial and national levels, and serving on the CEC Professional Development Standing Committee. In 1990, he received the Canadian CEC Outstanding Achievement Award.

As president, Nesbit has made stabilizing and increasing CCEC membership a primary goal. In addition, he plans to enhance CCEC's professional development programs to appeal to a wider range of education professionals, including regular classroom teachers as well as special educators. Nesbit also sees CCEC's advocacy role as vital and plans to increase CCEC's voice on behalf of existing special education programs in the face of the current fiscal climate.

More than ever, CCEC has become an assertive voice on behalf of individuals with special needs. This role is pivotal in the face of increased vulnerability. CCEC will vigilantly monitor and advocate for well-reasoned decisions rooted in the concept of equality, Nesbit said.

Tom Tupper
President Elect
Tom Tupper, principal of the Keith Lynn Alternative Secondary School in North Vancouver, British Columbia, has served special education for 25 years. A former special education teacher, he has also filled the position of department head and head teacher.

Tupper has held numerous CEC leadership positions, including president of his local chapter and the British Columbia Federation, member of the Canadian Board, and governor for British Columbia.

During his term, Tupper plans to focus on membership growth by developing new marketing techniques and expanding CCEC's outreach to include paraprofessionals. He also hopes to develop more inservice activities for all educators. Tupper's third goal is to improve CCEC's financial status through fundraising initiatives and creative partnerships with other special education organizations. Some of those initiatives would involve jointly-sponsored federal funding for research for Canadian rather than provincial implications.

Carol Baerg
Vice President
Carol Baerg is a noncategorical elementary school resource teacher in Saskatchewan. She works with fourth to eighth grade students and focuses on collaboration and the team-teaching model. In the 16 years since she entered education, Baerg has worked in all grade levels of elementary school, but the middle grade students are her passion.

Baerg is an active CEC member, having served as president at the chapter and federation level and as a member of the communication and membership committees on the Canadian CEC Board of Directors. She presently represents Saskatchewan as governor.

As vice president, Baerg will continue to promote CEC as the primary organization in providing information and support for special education. She plans to help CCEC play a larger role in advocating for special education issues in Canada, such as the downsizing of special education staff that is occurring in some schools that are embracing inclusion. She also will strive to develop a Canadian focus for CEC leadership training.

Baerg will further work with the Canadian Executive Committee to promote the general goals of CEC. It is vital that Canadian and United States members realize that we are all facing the same challenges and working toward the same goals, she said. ■

Educators with Disabilities Develop Strategies for Success

At the 1997 CEC Convention session, *Come to the Table: Issues & Concerns,* attendees used personal experiences to develop suggestions to help individuals with disabilities succeed in the special education field. Students, educators, and administrators offered the following recommendations to make special education accessible to educators and future educators with disabilities:

- Find what works for you.
- Find faculty who are knowledgeable about the student services available to students with disabilities on campus.
- Learn how to be an advocate for students with disabilities—this suggestion was made for students *and* faculty.
- Fight against double standards for preservice students with disabilities and those without disabilities.
- Be aware of professional standards and competencies for teachers, and be prepared, if necessary, to show how you can meet those competencies.
- Provide accommodations when necessary for individuals with disabilities at all levels of special education. For example, the use of a cellular phone allowed an administrator with a disability to limit travel and diminished the necessity to enter inaccessible buildings.
- Find a supportive working environment where no one says you "can't" do something.

An educators with disabilities resource network has been established by the National Clearinghouse for Professions in Special Education (NCPSE) at CEC. The information from the convention discussion is the basis for a forthcoming publication by NCPSE on strategies to enhance the success of educators with disabilities. For more information, call Judy Wald, 800/641-7824 or e-mail, ncpse@cec.sped.org.

Division Focus

CASE

The Council of Administrators of Special Education

As CASE begins a new fiscal year, it is pleasant to pause for a moment and look back on the progress we have made. In the past year, CASE members honored their colleagues, recognized outstanding achievements by subdivisions, adopted new membership goals, and increased membership. Externally, the division worked on IDEA's reauthorization, helped to achieve a significant increase in IDEA funding, offered two excellent professional development activities, released new publications to the field, and adopted professional positions.

In the fall of the past year, the CASE Board of Directors adopted the following resolution: Resolved, that the Council of Administrators of Special Education acknowledges the Report of the National Commission on Teaching and America's Future entitled "What Matters Most: Teaching for America's Future" and will encourage its members to give preference to candidates who graduate from NCATE accredited institutions and who therefore meet CEC's standards.

In April, the CASE Board of Directors adopted an amended and updated position paper on service delivery. Members should watch the July-August issue of the CASE newsletter for a copy of the paper.

Much was accomplished during the past year. Even more lies before us in the coming 12 months. Watch your CASE newsletter and *CEC Today* for updates and announcements of future CASE activities.

CCBD

The Council for Children with Behavioral Disorders

CCBD president Bev Johns encourages all CCBD members to participate in CCBD activities and looks forward to hearing from them. To be part of the CCBD network or provide your input, members can e-mail her at bevjohns@juno.com.

CCBD is expecting a large turnout for its second international conference, to be held in Dallas, TX, on October 2-4, 1997. As a result of the recent reauthorization of IDEA, CCBD has added two special sessions to the conference:

- Discipline to the Forefront: The New IDEA Provisions.
- What the New IEP Requirements in IDEA Will Mean for Students with E/BD.

Send in your registration early. You won't want to miss this dynamic conference.

CCBD is also proud to announce the results of its recent election of members to the Executive Committee. Congratulations to:

- Sharon Maroney, Vice President.
- Mary McGrath, Secretary.
- Sheldon Braaten, Governor.
- Paul Zoints, General Member-at-Large.
- Michelle Marchant, Student Member-at-Large.

CEDS

The Council for Educational Diagnostic Services

Make plans to attend the CEDS annual topical conference, "The Assessment-Instruction Connection," to be held November 13-15, 1997, in Arlington Heights, IL. The keynote address, presented by well-known educator Doreen Kronick, is entitled "Learning Disabilities: A Disorder of Logic-Ecological Assessment and Intervention." Also, several half-day workshops have been scheduled that will offer training in assessment as well as practical suggestions for intervention. For more information call 506/453-3513, FAX: 506/453-4765, or e-mail, sandral@unb.ca.

DEC

The Division for Early Childhood

DEC's 13th annual conference, "Crossing Boundaries: Linking Practice and Research," promises to bring you state-of-the-art information on early childhood development and education. Janice Fialka will offer insights into building parent/professional partnerships in her keynote address, "The Dance of Partnership: Why Do My Feet Hurt?" and Sue Bredekamp, from the National Association for the Education of Young Children, will give you new perspectives on inclusive policies and strategies in her address, "Inclusive Developmentally Appropriate Practice." Plus, the preconference sessions will bring you an indepth look at model programs, new strategies for success, and interventions for children with low incidence disabilities. The conference will be held in New Orleans, LA, November 20-23, 1997. For more information, call 410/269-6801.

MRDD

The Division on Mental Retardation and Developmental Disabilities

MRDD Executive Director Tom E. C. Smith met with President Clinton last December to present the 1996 report of the President's Committee on Mental Retardation. The committee meets quarterly in Washington, DC, to develop and present recommendations to the president regarding individuals with mental retardation. Smith was appointed to the committee in 1992.

TAM

The Technology and Media Division

TAM is developing a list of technology knowledge and skills that beginning teachers, advanced teachers, and technology specialists should have. If you would like more information or want to participate in this initiative, contact Liz Lahm at 606/257-1520 or ealahm1@pop.uky.edu.

Herb Rieth, editor of TAM's *The Journal of Special Education Technology*, has issued a call for papers on technology and special education teacher education. For more information, contact Herbert Rieth, Department of Special Education, 306 Sanchez Building, University of Texas at Austin, Austin, TX 78712, e-mail: rith.herb@mail.utexas.edu.

TED

Teacher Education Division

Phillip S. Strain is the 1997 TED Merrill Award recipient. Strain, a professor of educational psychology at the University of Colorado at Denver, has developed intervention strategies that have been translated and implemented throughout South America, Europe, and Asia. In addition, he has chaired various national and state-level consensus-building committees pursuing definitions of best practice in early childhood/special education, joint policies on inclusion, and joint policies on America 2000. He is also a frequent consultant to local, state, and national policymakers on intervention issues.

TED is issuing the call for nominations for its 1998 awards. The deadline for the TED Distinguished Service Award is September 1, 1997, and the TED/Merrill Excellence in Teacher Education Award deadline is October 20, 1997.

Would you like to participate in the TED External Mentorship Program? This innovative program allows doctoral students at one university to work with a professor at a different university. Partners are matched according to research interests. Past partnerships have produced presentations at national and state conferences, publications, e-mail conversations, a reviewer apprenticeship, and more! If you are interested in the mentorship program, contact Pegi S. Davis at 513/556-3766, 513/556-3764 (Fax), or e-mail at Pegi.Davis@UC.EDU.

. . . .

PRSE, *from page 1*

edge and skills to do their job effectively. Special education professionals with a PRSE demonstrate that they meet such expectations and should be given preference in employment. It is for that reason that CASE adopted its resolution and worked with CEC to develop specific standards for special education administrators."

Special education professionals are also part of an international community that transcends the place in which they practice or where they are certified or licensed. The CEC standards provide the common bond that allows each professional to know what to expect from themselves and from each other. By qualifying for a PRSE, educators demonstrate their membership in and commitment to the special education profession and their solidarity with fellow special educators.

"I am a certified special education teacher in Pennsylvania, but more importantly, I am a member of the international special education profession," notes Rosalie Dibert, a past recipient of CEC's Teacher of the Year Award, co-chair of the Exceptional Needs Standards Committee of the National Board for Professional Teaching Standards, and a member of the CEC Knowledge and Skills Subcommittee. "As a special education teacher and a member of the profession, I have worked diligently to develop and promote standards for our profession, because I believe that special educators want and need to demonstrate to themselves, their colleagues, and the community that they have the competencies that their profession expects of them. I and my fellow teachers have worked over 6 years in developing the standards to ensure that they reflect the views of, and are appropriate for, practitioners in the field.

"I am proud of the CEC standards and I look forward to being one of the first to apply for my PRSE and call upon my fellow special educators to join me."

CEC—The Leader In Establishing Standards for Special Educators

CEC and its divisions have long been the leaders in establishing standards for special educators. These standards have been adopted by the National Council for the Accreditation of Teacher Education (NCATE) and are also increasingly being used by states and provinces as they improve their own accreditation and certification standards.

In their recent report, "What Matters Most: Teaching for America's Future," the National Commission on Teaching and America's Future lays out several challenges for educational reform. The first is that by the year 2006 "all children will be taught by teachers who have the knowledge, skills, and commitment to teach children well." The report makes it clear that "standards for students and teachers are the key to reforming education." The commission recommends that all members of the education community get serious about standards, for both students and teachers. This includes a call to license teachers based on demonstrated performance, including tests of subject matter knowledge, teaching knowledge, and teaching skill. CEC has already established the standards for what every special educator must know and be able to do. Through the PRSE program, CEC is providing special educators the opportunity to demonstrate that they meet these standards and be recognized for that accomplishment.

Types of Certificates

Between 1997 and 2000, CEC will offer only a "granted" certificate. Special educators may qualify for a granted PRSE by meeting the qualifications in any of three categories: special education teacher, special education administrator, and educational diagnostician. The criteria for the granted certificates are based on the applicant's education, teaching experience, and their meeting appropriate state or provincial licensure standards.

CEC is developing other advanced specializations in areas such as transition/career education and technology. Recognition in these areas will be offered when standards are adopted.

After 2000, applicants for a PRSE will have to pass an assessment. CEC is working with agencies that now offer required professional assessments in education to bring their assessments into alignment with CEC standards.

All granted PRSE certificates will expire in 2009. A special educator obtaining a PRSE in 1997 will have up to 12 years to meet the requirements of the regular certificate. The period between 1997 and 2009 will allow experienced special educators to develop any needed knowledge and skills and demonstrate their mastery through assessment.

Benefits

If you are a special education teacher, administrator, or educational diagnostician who meets the requirements for the PRSE you will receive the following benefits:

- A professional certificate acknowledging that you have met CEC standards for practice in special education.
- The right to add PRSE after your name on business cards, letters, applications, etc.
- Your name published in one of CEC's periodicals.
- A letter sent to your employer stating you have received the PRSE.
- A press release for your local newspaper explaining the significance of the PRSE and stating that you qualify for recognition.

Continues on page 15

Take Advantage of CEC's Online Learning Opportunities

Electronic Study Groups (ESGs)

Bibliotherapy: Intervention and Prevention—In this dynamic course, CEC participants will learn how teachers can help students with disabilities cope with their anxieties, emotions, and frustrations, as well as explore alternative solutions to problems, through bibliotherapy. Plus, the ESG will explore different ways to implement bibliotherapy in the classroom setting through discussion and follow-up activities.

Effective Homework Policies for Students with Mild Disabilities—Discover new strategies you can use to help your students not only get their homework home, but get it finished and back to school! In this practical study session, you will learn how you and your students can avoid homework frustration.

The ESGs will be composed of 15 individuals and a facilitator. Participants will receive e-mail from other study group members and may spend about an hour a day reading and responding to messages posed by the group. Additional time may be spent locating or composing information to share. For those who wish to earn a CEU, an evaluation project will be required 1 week after the group ends.

ESG participants need to have a personal e-mail account and access to the World Wide Web using a common web browser (Netscape, Microsoft Explorer, America Online). Registration is $50 for nonCEC members, $35 for CEC members. Check CEC's Web site: http://www.cec.sped.org for exact times.

TEC Author Online

The next *TEC* Author Online, to be held July 14 - August 4, will discuss the article "Positive Change Through Computer Networking." This thought-provoking piece explores how computers can enhance collaboration between general and special education teachers who work with students with special needs, as well as the role computer technology can play in facilitating problem-solving among teachers. Join the discussion, and find out how computers can make teamwork more enjoyable and productive!

Find Out How the IDEA Reauthorization Will Change Your Life

Do you want to get a head start on what the IDEA reauthorization means to you and how it will change the day-to-day practice of special education? Then tune in to CEC's nationwide satellite broadcast, "IDEA Reauthorization: What Every Educator Needs to Know," August 21, 1997, to learn what you must know about this important legislation and its impact on students, teachers, administrators, and parents. The program will be broadcast at 9:00 a.m.-noon PST; 11:00 a.m.-2:00 p.m.; CST, noon-3:00 p.m. EST.

A panel of leading educators will discuss the reauthorization, its implications, and ways to implement the law effectively. Topics that will be addressed include:

- New requirements in the IEP.
- Important changes in evaluation/reevaluation of students with disabilities.
- Disciplining students with disabilities.
- Requirements for ensuring students with disabilities have access to the general education curriculum.
- Ensuring future and current educators have the skills and knowledge to meet the demands of today's classrooms.
- Integrating general education and special education.
- How IDEA amendments relate to school reform and higher standards.
- Funding considerations and opportunities for greater cost sharing with other public agencies.
- Do's and don'ts in private placement.

In addition to the general discussion, audience members can call an 800 number to ask the panelists individual questions.

For more information, call 800/224-6830. ■

Don't Miss the LCCE Insider!

CEC has added a new "perk" for those who use CEC's successful Life Centered Career Education program—the *LCCE Insider*, a newsletter designed especially for users of the highly regarded life skills curriculum. The publication, which comes out three times a year, keeps users informed of the latest news related to the LCCE curriculum and transition issues and provides a forum for the exchange of ideas.

"What impressed me abut the *Insider* was that this was the perfect instrument to provide parents, teachers, and others involved in transition with up-to-date information on LCCE," said Virginia Clements, transition director for special education at the Arkansas Department of Education. "Our state is totally committed to using LCCE. It's on the state adoption list. We see the *LCCE Insider* as an extra tool in our tool kit."

The premier issue, published in late May, featured articles on cooperative learning and role playing, as well as news about how the LCCE curriculum has been credited with helping to reduce dropout rates in some school districts.

The next issue, due in November, will offer articles on how selected schools integrate the curriculum into their school day, review computerized Individualized Education Program (IEP) writing programs that include LCCE objectives, and explore student-led IEPs and other self-determination topics. Plus, this exciting issue includes a new set of lesson plans to add to the over 1,000 lesson plans included in the complete curriculum.

Users of the LCCE curriculum who have not received their copy of the *LCCE Insider* are urged to write or e-mail to get on the mailing list. Contact the editor, Susan Bergert, at CEC, 1920 Association Drive, Reston, VA 20191-1589, or by e-mail at susanb@cec.sped.org. ■

CEC Gains International Attention

CEC's International Outreach Program is attracting the attention of special educators the world over. In the past year, CEC has seen a substantial increase in the number of international special educators seeking information about CEC and its programs, as well as visitors to our convention and CEC Headquarters.

In June, CEC Headquarters hosted several visitors from Ireland. Two of our special guests included Gary Trew and Seamus McNeil from Northern Ireland. These two secondary school teachers have made great inroads in building peace among young people in Ireland. In 1997, they were awarded President Cinlinton's President's Prize in recognition of their efforts to forge cross-community understanding between their schools. During their time at CEC, Trew and McNeil learned how American schools teach tolerance among students. They focused on programs designed to help students overcome ethnic, racial, and religious differences, as well as programs to integrate students who are mentally and physically disabled into schools.

Also from Ireland, Frieda Findlay, Public Relations Officer with the Irish Council for the Status of People with Disabilities, and Mary Boyd, Public Relations Officer with the National Association of the Mentally Handicapped of Ireland, met with CEC Headquarters staff. Their primary area of interest included developing educational programs and setting standards for teachers of children with disabilities.

Another international visitor, Xu Bailun, executive director of the Golden Research Center of Education for the Visually Impaired, from Beijing, China, will make a special trip to CEC Headquarters late this month to learn about inclusive programs and programs for students with visual impairments.

In addition to the above, CEC is establishing five new international chapters. We now have units forming in Taiwan, the Phillipines, Mexico, Turkey, and Israel.

The CEC convention also attracted a number of international special educators. More than 70 special educators representing 19 countries attended and presented at the 1997 convention. In their spare time, they took advantage of the International Hospitality room to network with other special educators from abroad, as well as those from the United States.

As CEC leads the way to working with international special educators, other organizations are looking to us for guidance. Bruce Ramirez, CEC's deputy executive director, has been asked to speak at the Third International Confederation of Principals: "Leadership for Global Learning," on July 25, 1997, in Boston, MA. Ramirez will address the roles and responsibilities of principals in ensuring special education programs are effective, the issues they face when developing inclusive classes and other educational services for children with disabilities, and the impact school reform has on special education. His presentation will also focus on new laws such as the reauthorization of the Individuals with Disabilities Education Act that make principals more accountable for special education

"CEC is looking forward to continuing our work with special educators from other countries," said Nancy Safer, CEC's executive director. "As we collaborate, we learn that no matter where we are located, special educators are facing the same issues. But, more importantly, we have the opportunity to share resources and solutions for helping children with exceptionalities achieve."

CEC would like to express its appreciation to Grace Liu, CEC's international coordinator; members of the Division of International Special Education and Services; and the many other CEC members who have contributed to CEC's international outreach program. Although still in its early stages, the rewards of the program are great, and we look forward to continuing our work with special educators from around the world.

For more information on CEC's international outreach program, contact Grace Liu, 703/264-9462, e-mail: gracel@cec.sped.org. ■

CEC/NCATE Folio Writer's Workshops

Learn How to Prepare a Folio to Meet the new CEC/NCATE Special Education Teacher Preparation Guidelines.

CEC has scheduled two one-day workshops for college and university personnel who are preparing folios to respond to the new CEC/NCATE curriculum guidelines. At the workshops we will

- Clarify the intent of particular standards.
- Demonstrate frameworks for preparing folios
- Demonstrate how to complete the matrices
- Demonstrate how to present supporting evidence
- Explain how reviewers analyze the folios
- Provide individualized assistance to resolve problems you may have

The workshops will be held on

August 2, 1997
9:00 a.m.- 5:00 p.m.
CEC Headquarters
Reston, Virginia

and

November 11, 1997
9:00 a.m.- 5:00 p.m.
Savannah, GA
(prior to the TED Conference)

Registration for a workshop is $200.00 for CEC members, $300.00 for nonmembers.

CEC can also provide training workshops on your campus. The cost for an on-campus workshop is $800.00 per day plus travel and expenses.

More information and a copy of the registration form can be found on our web site: http://www.cec.sped.org/ps/wkshp.htm.

If you have any questions or need further information, contact Margie Crutchfield at 703/264-9484, e-mail, margiec@cec.sped.org, or Sabata Morris at 703/264-9466, e-mail, sabatam@cec.sped.org

Grant Writing for Fun, Profit, and Survival

BY BETSY BOUNDS

As money becomes scarcer and competition tighter for the limited funds available, more organizations are turning to grant writing as a means for obtaining needed funds. To be competitive, it is necessary to develop or hone grantwriting skills to the highest level possible. There are several ways to improve your chances of winning a grant. In the process, you may even have some fun!

Identify Sources of Funding

There are thousands of sources for funds. One of the first steps is to become familiar with the sources within your own community. The local library will often have a section devoted to foundations and other grant sources. Many of the businesses within a community may provide funds directly. If not, they may be a subsidiary of a corporation that has a foundation that provides funding. Or, talking to the manager of a department store, bank, manufacturing firm, newspaper publisher, or other business can point you in the right direction.

More recently, the Internet has become an excellent source for funding. Federal funding opportunities from the Department of Education can be found at http://www.ed.gov/ *or* gopher.ed.gov. One of the best sources for foundations is the Foundation Center at http://www.fdncenter.org. Each site has links to other sites and more specific information.

Match Your Needs to the Priorities of Funders

It is a waste of time to submit a grant to an agency that has no interest in what you propose to do. Take the time to find out what the priorities of a funding agency are before approaching them.

Grants Development

The grant development process should be ongoing. To be prepared for a timeline, you can do several things throughout the year. They include:

Determine Document Needs

Collect and compile demographic information about the population to be served, such as gender, ethnicity, or poverty level. You can also identify any unique challenges your organization faces.

Build Support

- Collaboration with other organizations is well-received by funders and demonstrates that a funded project will have far-reaching benefits.
- Meet with others who have similar interests and seek their support.
- Obtain letters of support and commitment.
- Gather research. Review relevant research on the area in which you are seeking funds. Determine if anyone else has done what you propose to do and whether or not they were successful. You may also want to conduct a needs assessment to document the need for your proposed program.

Format Hints

Reviewers have many proposals to read, and you want yours to stand out. List all the components that will receive points in your Table of Contents. This will lead the reader to the exact page where you have provided information to meet the reviewer's funding criteria. If you are using appendices, list them with a description of their contents. Use headings that are in bold font or underlined to help important point getters stand out. Use a font that is readable and not too small.

Avoid Common Proposal Weaknesses

Several things cause proposals to be rejected. The first one is nonresponsiveness to the Request for Proposal (RFP). Priorities for funding are stated in the RFP. If you are not meeting their proposed purpose for funding, you don't stand a chance of getting a grant. Another weakness is using claims instead of facts. Back up any statements with citations from research or facts you have obtained. Having a weak management plan is another weakness. Be specific about how the project will be implemented, including what you plan to accomplish, who will be responsible, and how you will evaluate your results.

Approaching the Funder

Some funders have a particular format for you to follow and provide an application packet. Many foundations prefer a one- to three-page letter of inquiry. Determine what format they want and adhere to it. Personal contact, by phone, can help the funder recognize you and provide an opportunity to ask specific questions about what the funder is looking for.

Selling Your Idea

- Be able to define why you and your organization are committed to the project and what the proposed positive outcomes will be.
- Tell the funder what the benefit to their organization would be (i.e., publicity, increased goodwill, contribution to knowledge in the field, proving that a particular method or model can be effective and replicated in other parts of the country, etc.).

The time to start getting a grant is NOW. You can never plan too far ahead. By researching what funding sources are available, being responsive to the purpose of RFPs, demonstrating your ability to complete the project, and honing your writing skills so that funders find your application appealing and beneficial to their organization, you increase your chances of being funded. Good luck! ■

Betsy Bounds is the Executive Director of Exceptional Education and Special Programs at the Tucson Unified School District and a member of CEC Chapter #195. She is completing a book by the same title.

Summer Reading for Students with Gifts and Talents!

Laura Reilly, the Acquisitions Coordinator for the ERIC Clearinghouse on Disabilities and Gifted Education, has the perfect antidote for summer boredom—a great read! These books are guaranteed to appeal to youth with gifts and talents.

Preschool - Grade 3

- *Anno's Alphabet* by Mitsumasa Anno
- *Opt: An Illusionary Tale* by Arline Baum
- *Frederick* by Leo Lionni
- *I'm Terrific* by Marjorie Sharmat

Grades 4 - 6

- *Harriet the Spy* by Louise Fitzhugh
- *Two Piano Tuners* by M.B. Goffstein
- *A Girl Called Al* by Constance Greene
- *The Phantom Tollbooth* by Norton Juster

Grades 6 - 8

- *The True Confessions of Charlotte Doyle* by Avi
- *Bilgewater* by Jane Gardam
- *Daphne's Book* by Mary Downing Hahn
- *The Planet of Junior Brown* by Virginia Hamilton
- *The Language of Goldfish* by Zibby O'Neal

Grades 9 - 12

- *The Exile* by Pearl S. Buck
- *Fahrenheit 451* by Ray Bradbury
- *Celine* by Brock Cole
- *I Am The Cheese* by Robert Cormier
- *Lord of the Flies* by William Golding
- *Very Far Away from Anywhere Else* by Ursula LeGuin
- *The Beethoven Medal* by K. M. Peyton ■

Assessment, *from page 2*

be made available with standardized tests. As a result, students with disabilities may still be excluded on standardized assessments or their scores may not accurately reflect their actual knowledge and skills.

Also, it is not known to what extent accommodations may change the validity of the test measurements.

"We need to understand more about the impact of accommodations on test scores," said Margaret McLaughlin, professor at the University of Maryland, College Park, and member of CEC Chapter #263. "And we need to be systematic on how they are applied and who makes the decisions about accommodations."

In addition, as more students with disabilities are included in standardized assessments, special education teachers will find themselves playing a larger role in assessment process. First, the special educator, as part of the IEP team, will help determine whether or not a student would benefit from participating in standardized tests. Second, the special educator may be called on to explain discrepancies between student scores on standardized assessments and educational assessments done as part of the evaluation process. This will necessitate a thorough understanding of what particular tests are measuring; whether or not the test is aligned with state, national, or some other standard; and what the test is emphasizing.

"Teachers will need to understand the meaning of various kinds of assessment data they get on tests," said McLaughlin.

Martha Thurlow, associate director of the National Center on Educational Outcomes and member of CEC Chapter #367, recommended that as we move toward inclusion of students with disabilities in standardized assessments, IEP team training and information for parents about the value of participating in large scale assessments should be provided. ■

TAKE IT FOR *granted*

Student Disability Services—The Education Department is inviting proposals under IDEA to improve education services for children with disabilities. Deadline: July 29, 1997. Eligibility: State and local education agencies and nonprofit agencies, including schools. Contact: Grants and Contracts Services, 202/260-9182.

Recreational Services for Individuals with Disabilities—The Education Department is inviting proposals to implement recreation programs for individuals with disabilities to enhance their employment, socialization, independence, and community integration. Deadline: September 30, 1997. Eligibility: State education agencies, including federally recognized Indian tribal governments, and nonprofit agencies, including schools. Contact: Mary Winkler-Chambers, 202/205-8435.

Prudential Model Schools—Prudential Foundation funds projects that improve early childhood education, encourage parent involvement, and promote conflict resolution for students, teachers, and administrators. Deadline: None for applicants requesting less than $20,000, but the Board of Trustees meets in August, December, and April to approve larger grants. Eligibility: Schools, school districts, and nonprofit agencies near the company's Newark, N.J., headquarters and Prudential operating areas nationwide. Contact: Education Program Officer, 800/289-9558.

Foster Grandparents—The Corporation for National and Community Service is inviting proposals to establish new foster grandparent projects in schools, drug treatment centers, and other settings to provide emotional, educational, and other mentoring support services to children and teens. The emphasis this year is on literacy. Deadline: July 23, 1997. Eligibility: Public agencies, including state and local schools, and nonprofit organizations. Contact: John Keller, 206/220-7737.

Why Doesn't Social Skills Training Work?

BY ROBERT B. RUTHERFORD, JR.

Many of us who have been involved in the education and treatment of children and youth with emotional/behavioral disorders have focused on what is the defining characteristic of most of these students—their inability to initiate and sustain positive social interactions and relations with adults and peers. To respond to the social deficits of these students, interventions have been developed to reduce problem behaviors that often interfere with normal social development and positive social interaction.

In addition, research and practice literature has emphasized the development of social replacement behaviors that are acceptable alternatives to the problem of social behaviors. The teaching of social skills and fostering of children's social competence has become a major curricular emphasis area in special and general education, with well over 1,000 research and practice articles, as well as about 150 commercial texts, curricula, assessment devices, and social skills programs.

The purpose of social skills training is to teach the skills necessary to develop and maintain positive relationships with others. Social skills training usually incorporates the instructional components of skill identification, modeling, role-playing, reinforcement, and programming for generalization. The literature contains many examples of social skills training packages and strategies, yet their overall effectiveness remains questionable in terms of producing generalized and socially validated outcomes.

Impediments to the Success of Social Skills Training

Some of the impediments to the success of social skills training include:

- The specific constructs of social competence and social skills generally lack a common definition in the professional literature. Social competence is often defined as a composite or multitude of generalized social skills that contribute to a person's overall social functioning, whereas social skills refer to situationally specific patterns of behaviors that are identifiable and definable.

  Also, there is considerable variability in how social skills are defined, ranging from specific, discrete behavioral definitions, such as saying "please" and "thank you," to global definitions, such as dealing with anger effectively or cooperating with peers.
- Researchers and practitioners often have selected social skills for instruction without first determining the social significance or validity of those skills. Frank Gresham points out that social skills research and practice often fail to address three aspects of social validity: social significance of the goals and purposes of social skills training within various social contexts; social importance of the outcomes of social skills interventions, that is, whether acquisition of skills actually improve the social status or acceptance of the student; and social acceptability of the process of training and the methods of teaching social skills. Research addressing these validation criteria is very limited.
- Social skills assessment often is conducted using a single method for identification of social skills deficits or evaluation of the effectiveness of social skills training interventions. Direct observation, behavior rating scales, sociometric techniques, and student self-reports often are used in isolation rather than combined in a multimodal assessment strategy. Because the attainment of social competence is a complex process, we must assess social skills from the multiple points of view of adults, peers, and the students themselves.
- Many social skills curricula and packages have been developed without going through a scientific process that demonstrates a functional relationship between program components and changes in levels or proficiency of social skills. Much of the research does not delineate clearly the instructional components of the training packages. It is often not clear which components, either singly or in combination, contribute to the overall effectiveness of social skills training. Thus, the believability of the data is threatened.
- Limited attention has been given to examining the continued effectiveness of learned social skills in natural environments. The single greatest shortcoming of much of the social skills literature is the failure to address the generalization of these skills across settings and time. Social skills interventions are implemented in training settings to promote effective acquisition of social skills. Researchers or trainers use instructional formats that are effective in the training setting. When students move to less restrictive or less controlled settings, often they fail to continue using these newly learned social skills. Greater attention is needed to promote the generalization of social skills.

Making Social Skills Training Effective

The effectiveness of social skills training efforts have been modest, at best, for students with emotional and behavioral disorders. Although individual studies have shown the utility of specific training activities, the long-term, generalized effectiveness of social skills training remains uncertain. The success of social skills training depends on several factors: ensuring the social validity of the targeted skills, clarifying the definitions of social skills and social competence, using precise and comprehensive assessment procedures, clearly describing social skills interventions, ensuring that training curricula are implemented as planned, attending to the context where social skills are expected and reinforced, and systematically programming for generalization. We must work to implement these factors if we are to see success with social skills training. ■

Robert B. Rutherford, Jr., is a professor of special education at Arizona State University and a member of CEC Chapter #455.

PRSE, *from page 13*

- Your name will be entered into the directory of Professionally Recognized Special Educators.

Certification Requirements PRSE - Granted

Special Education Teaching

To receive a granted PRSE in special education teaching, candidates will have to provide evidence that they have

- A bachelors or advanced degree in special education, or
- A bachelors or advanced degree in education with an endorsement in special education.
- A currently valid regular certificate issued by a state or province to teach special education.
- Three years experience teaching in the field of special education.
- Agreed to practice within the code of ethics and standards of practice of CEC.

Special Education Administration

To receive a granted PRSE in special education administration, candidates will have to provide evidence that they have

- An advanced degree in special education administration, or
- An advanced degree in education administration, special education, or related field with endorsement in special education administration, or
- A degree in special education or related field with an advanced degree in education administration.
- A currently valid regular certificate issued by a state or province to supervise or administer special education programs.
- Three years experience as a special education administrator.
- Agreed to practice within the code of ethics and standards of practice of CEC.

Educational Diagnosis

To receive a granted PRSE in educational diagnosis, candidates will have to provide evidence that they have

- An advanced degree in educational diagnosis or an advanced degree in special education with an endorsement in educational diagnosis.
- A certificate issued by a state or province to practice as an educational diagnostician or recognition by a college or university that the applicant is qualified to practice as an educational diagnostician.
- Two years teaching experience in the field of special education.
- Three years experience working as an educational diagnostician.
- Agreed to practice within the code of ethics and standards of practice of CEC.

Certification Requirements PRSE - Regular

After July 2000, the only available certificates will be "regular" PRSEs for special education teaching, special education administration, educational diagnosis, and other areas of specialization as developed. To be qualified for these certificates, a special education professional will have to meet the following criteria.

- Complete a professional preparation program that has met CEC's standards.
- Achieve a passing score on an assessment of the required knowledge and skills.
- Agree to practice within the code of ethics and standards of practice of CEC.

OR

- Complete a professional preparation program.
- Hold current provincial or state certification in the area of special education for which recognition is sought.
- Practice for at least 3 years in the area of special education for which recognition is sought.
- Achieve a passing score on an assessment of required knowledge and skills.
- Agree to practice within the code of ethics and standards of practice of CEC.

Certificate Renewal and Continuing Education

The PRSE must be renewed every 3 years. All special educators who hold the PRSE (both granted and regular) will have to demonstrate that they meet CEC's continuing education requirements. CEC is currently in the process of defining appropriate ways to meet the current requirement of an average of 25 hours per year of continuing education. It is expected that continuing education will be achieved through college or university course work, professional organization service, professional development units, professional workshops, continuing education units, special projects, or reading professional literature.

How Do I Become a PRSE?

For more information about the PRSE program, you may request a booklet containing full information and the application form from CEC, 800/CEC-READ or by e-mail at cecprof@cec.sped.org. The full text of the application booklet is available on CEC's web site at http://www.cec.sped.org.

The application fee for the PRSE is $25.00 for CEC members and $60.00 for nonmembers. This fee covers the cost of processing the application, maintaining a database, providing a certificate, and expanding the program and its benefits. ■

Technology, *from page 5*

- While more indirect service providers (62.4%) believe computer hardware is easily accessible in their school, only 53.2% of direct service providers believe that computer hardware is accessible.
- Slightly more than half of indirect service providers (52.7%) say that the available equipment is adequate to present the materials they want to use; 43.5% of direct service providers say the equipment is adequate for their needs.
- While 59.1% of indirect service providers say that equipment is well maintained and quickly repaired, only 42.4% of direct service providers agree.
- Slightly more indirect service providers (51.6%) believe that appropriate training in the use of technology in instruction is provided to teachers; 46.7% of direct service providers believe appropriate training in technology instruction is provided.
- Only about 28% of both direct and indirect service providers say they have the time to increase their technology-related knowledge and skills.
- More than half of indirect service providers (57.4%) believe information about new technologies is easy to obtain, while only 45.5% of direct service providers agree. ■

CALENDAR OF CEC *events*

july

July 18-19, 1997
CCBD Summer Training Institute, "Turning Kids on to Learning and Keeping Them in School." Sheraton Portland Airport Hotel, Portland, OR. Contact: Lyndal Bullock, 817/565-3583

July 25-26, 1997
CCBD Summer Training Institute, "Turning Kids on to Learning and Keeping Them in School." Executive West Motor Hotel, Louisville, KY. Contact: Lyndal Bullock, 817/565-3583

august

August 2, 1997
Preparing Folios for CEC Review of Professional Preparation Programs Reston, VA. Contact: Fred Weintraub or Sabata Morris, 703/264-9402

october

October 2-3, 1997
Idaho Federation Conference, "Imagine the Possibilities." Sun Valley, Idaho Contact: Deb Hedeen, 1514 Bench Road B-10, Pocatello, ID 83201, 208/236-4143

October 2-4, 1997
CCBD International Conference, "Creating Positive School Communities for the 21st Century: Strategies for Keeping Kids with Problem Behaviors in School." Harvey DFW Airport Hotel, Dallas (Irving), TX Contact: Lyndal Bullock, 817/565-3583

October 16-17, 1997
Kansas Federation Conference, "One Child at a Time." Harvey Hotel, Wichita, KS. Contact: Susan Bowles, 913/625-3257

October 16-18, 1997
DCDT International Conference, "Creating Amazing Transitions." Doubletree Paradise Valley Resort, Scottsdale, AZ Contact: Ann Marie Cook, 703/698-6091

October 17, 1997
MNCCBD/MEED Conference, "Students with EBD: Challenging More Than Just the Schools." University of St.Thomas, St Paul, MN. Contact: Carol Davis, 612/624-5547

October 17-19, 1997
Florida Federation Conference, "Celebrating Creative Connections." Adams Mark Hotel at the Florida Mall, Orlando, FL. Contact: Lee Sherry, 813/553-3184

October 30-Nov 1,1997
Canadian Tri-Conference involving CCEC, Saskatchewan CEC Federation, Saskatchewan CCBD Subdivision, "Reclaim the Spirit: Empowerment in Teaching, Learning, and Parenting." Ramada Plaza, Regina, Saskatchewan. Contact: Bill Gowing, 613/747-9226

november

November 6-7, 1997
Pennsylvania Federation 38th Annual Convention. "New IDEA(s) in Special Education," Hershey-Harrisburg Holiday Inn in Grantville. Contact: David Bateman, 717/532-1460

November 6-7, 1997
Arkansas CEC Federation Conference. Hot Springs Convention Center. Contact: Jon Rainbolt, 501/362-3404

November 6-8, 1997
New York State Federation Conference, "Celebrating the Challenge of Diversity in Special Education." Hotel Pennsylvania, New York City. Contact: Marsha Lupi 212/772-4701

November 6-8, 1997
Illinois Federation 1997 Fall Convention. Arlington Park Hilton, Arlington Heights, IL. Contact: Robert Abbott 847/578-0949

November 12-16, 1997
20th Annual TED Conference. Savannah, GA. Contact: Diana Hammitte, 912/681-5301

November 12-15, 1997
CEDS 4th Topical Conference: Assessment—The Key for Successful Intervention." Arlington Park Hilton, Chicago, IL Contact: Carol Swift, 810/370-3067

November 19-23, 1997
1997 Annual International DEC Conference, "Crossing Boundaries: Linking Practice and Research." Hyatt Regency New Orleans, LA. Contact: 1997 International DEC Conference, 410/269-6801

November 20-22, 1997
CASE International Conference on Public Policy in Special Education, "IDEA Implementation: Urban Issues; Alternative Placements; Litigation; Finance; Legislation; School Reform." Wyndham Emerald Plaza, San Diego, CA. Contact: Jo Thomason, 505/243-7622

THE COUNCIL FOR EXCEPTIONAL CHILDREN
1920 Association Drive
Reston, VA 20191-1589

Non-Profit
Organization
U.S. Postage
PAID
Herndon, VA
Permit No. 1575

CEC today

EXCLUSIVELY FOR MEMBERS OF THE COUNCIL FOR EXCEPTIONAL CHILDREN

VOL. 4 NO. 2
AUGUST 1997

Researchers Challenge Traditional Practices, Offer New Insights

Use of the discrepancy formula, which identifies a student as learning disabled if she or he has a discrepancy between ability and performance, can cause inaccuracies in the classification of students with learning disabilities, said Frank Gresham, professor at the University of California, Riverside, and member of CEC Chapter #47. Gresham's findings were just one of the many provocative and challenging reports presented by special education researchers at the 1997 Office of Special Education Programs Research Project Directors' Conference, held in Washington, DC, on July 16-18.

Other issues the researchers addressed ranged from including accommodations in large-scale assessments to determining if there truly is a difference between "garden variety" underachievers and students with learning disabilities to building an interrelationship between schools, parents, and communities. The conference presenters also examined the disproportionate number of students from diverse backgrounds in special education, early intervention practices, and innovations in technology for low incidence disabilities.

Author and Harvard professor Jane Roland Martin presented the keynote address, "Caring in Schools and Communities." Roland challenged educators to put the 3 C's—caring, connection, and concern—into schools, stating that standards for the 3 C's are more important than for academic content. It is imperative that schools include the 3 C's in their curriculum, she contends, because children often do not receive such instruction at home.

"The 3 C's are a species of cultural wealth that is in danger of being lost because of changes in the home and family," Roland said. "If we don't keep records of their importance, we stop remembering the ethic of care. If this portion of our culture's wealth is not passed down to our children, the 3 C's will become extinct."

Roland concluded by explaining that the 3 C's are critical to inclusion. Caring should be a part of helping students with disabilities be included in general education classes, as well as integrated in the content we teach, our instructional methods, and the materials we use, she said.

Jane Roland Martin, keynote speaker, stressed the importance of putting caring, connection, and concern into our schools.

The second general session featured a panel discussion on the Report of the National Academy of Sciences' com-

Continues on page 9

New Rules for Eligibility, Evaluation, and Reevaluation

The IDEA reauthorization outlined new policy concerning eligibility, evaluation, and reevaluation of students with disabilities—to take effect immediately. For schools or special educators to comply with the new legislation, they may need to make some changes in their current procedures.

The IDEA reauthorization emphasizes parent involvement, flexibility, improved outcomes, and access to general education programs for students with disabilities—all of which are reflected in the law's stipulations concerning evaluation procedures. Following are the major aspects of the new legislation's requirements concerning eligibility and reevaluation and pointers for special education professionals who will be expected to implement the law.

Assessment Tools

The IDEA reauthorization places much more emphasis on functional as-

Continues on page 5

inside

The CEC Special Educator Awards 2
Don't Miss CEC's Satellite Broadcast . 11
So You Think You Know Special Education History? 13

The CEC Special Educator Awards

Each year CEC recognizes special educators and others who have made an outstanding contribution to the field of special education through its annual awards program. CEC believes the awards program is among the association's most important activities, as it gives us the opportunity to honor those who exemplify the dedication, knowledge, and commitment integral to the field of special education. In addition, the CEC awards provide an excellent opportunity to celebrate and reinforce to the public the enormous contributions made by outstanding special education teachers, researchers, advocates, and others who are furthering excellence in special education.

The CEC award winners are announced in the spring at the CEC Annual Convention. In addition to a special ceremony in their honor, the press is notified of the award winners and their accomplishments. The award winners are also profiled in CEC's publications.

Throughout the following year, CEC's award winners continue to play an invaluable role for special education. They often make presentations at CEC conferences and may meet with Congressional and other leaders to educate them about special education and the impact it has on the lives of children with special needs. The CEC award winners may also serve as spokespersons for the organization and as experts in their specialty area.

CEC's Award Categories

We invite you to participate in the 1998 CEC awards program by nominating a colleague who has made significant contributions to the field. Award categories are

- **Clarissa Hug Teacher of the Year**—The Clarissa Hug Teacher of the Year Award reflects the importance CEC gives teachers in the field. This award recognizes a CEC member who currently provides direct services to students with disabilities and/or gifts and talents. The Teacher of the Year is an outstanding member of the profession who exemplifies the devotion, caring, and knowledge and skills of the nation's foremost special education teachers.

  Members are nominated through their federations, branches, or divisions for the Teacher of the Year award.
- **J.E. Wallace Wallin Award**—The J.E. Wallace Wallin Award, CEC's first special educator award, honors a professional who has made outstanding contributions to the education of children and youth in one or more of the following areas: publications; research; development of new concepts, approaches, or programs; new techniques for diagnosis or rehabilitation; improved psychological or educational evaluation procedures; improved administrative procedures; practical application of improved teaching devices; or dynamic leadership.
- **CEC Research Award**—The CEC Research Award highlights the importance of research in providing quality special education services to children with exceptionalities. The award recognizes individuals, groups of individuals, or institutions and agencies whose research has contributed to the body of knowledge about the education of exceptional children and youth. The award reinforces CEC's commitment to research as an integral focus of exceptional education.
- **CEC Outstanding Contributor Award**—The CEC Outstanding Contributor Award recognizes CEC members who, as a result of continued and sustained involvement at local, state or provincial, national, and/or international levels, have contributed significantly to CEC's position as the leader in service for exceptional children and youth. Service and involvement encompass areas such as leadership roles, professional development activities, publications, program development, professional standards, and public policy.
- **CEC Business, Agency, and Community Award**—The CEC Business, Agency, and Community Award recognizes a business, agency, or community that has promoted and provided for the enhancement, awareness, and employment of individuals with disabilities or gifts and talents in order to promote and support their full participation within the community.

The deadline for all awards is November 14, 1997. Detailed information about the CEC Special Education Awards program, application procedures, and appropriate forms may be found in the fall 1997 *EC*, call 888/232-7733, or WWW: http://www.cec.sped.org.

Student Awards

Student CEC also offers a number of awards to student members who have made significant contributions to the field. The Student CEC awards are

- **Outstanding Student CEC Undergraduate and Graduate Member of the Year Awards**—These awards recognize Student CEC members who have made outstanding contributions to children with exceptionalities and CEC.
- **Susan Phillips Gorin Award**—The Susan Phillips Gorin Award honors a regular CEC member who has demonstrated exemplary personal and professional qualities while giving superior service to exceptional children and Student CEC.
- **Student CEC Graduation Awards**—The Student CEC Graduation Awards recognize graduating Student CEC members who have made noteworthy contributions to persons with exceptionalities and Student CEC.
- **Student CEC/Ethnic Diversity Scholarship**—The Student CEC/Ethnic Diversity Scholarship honors culturally diverse Student CEC members who have demonstrated extraordinary service to the field and Student CEC.
- **Student CEC/Black Caucus Scholarship**—The Student CEC/Black Caucus Scholarship is awarded to African American Student CEC members who are currently pursuing a degree in special education.

The deadline for nominations for the Student CEC awards is December 8, 1997. Nomination forms can be obtained by calling 888/232-7733 or WWW: http://www.cec.sped.org. ■

CEC—Working to Better Serve Our Members

CEC's New Constituent Services Center Serves You!

Take advantage of CEC's new Constituent Services Center to handle your CEC needs. Now you can take care of all your CEC needs by calling one convenient number—888/CEC-SPED.

By calling this one, easy number, you can quickly and easily

- Inquire about CEC membership, publications, products, and services.
- Join or renew your CEC membership.
- Add division(s) to your membership.
- Report name, address, and chapter changes.
- Register for the CEC Annual Convention and workshops.
- Order membership applications, brochures, catalogs, and other materials.
- Order publications and products from the CEC Resources Catalog.
- Begin or renew a subscription to a CEC or division journal.
- Arrange product returns.
- Check on the status of your membership, a publication you ordered, or journal not received.
- Receive an application for the Professionally Recognized Special Educator certificate.

And, the Constituent Services Center has extended operating hours, from 9:00 a.m. to 6:00 p.m. EST, Monday through Friday.

The 888/CEC-SPED number replaces the separate toll-free numbers CEC Headquarters had for membership, convention registration, and publication orders. To reach individual staff members at CEC Headquarters, call their direct-dial number or CEC's switchboard, 703/620-3660. International members should also call the CEC switchboard.

CEC's Constituent Services Center will provide our members with convenient, fast, and efficient service. We value your membership and participation in CEC and look forward to continuing our service to you!

You'll Like the Changes in *TEC!*

The editors of *TEC* have instituted a number of changes to make our journals more meaningful, exciting, and user-friendly, including:

- To ensure you get the information you need on a timely basis, *TEC* is now published 6 times a year.
- *TEC* Author Online, produced in collaboration with the National Center to Improve Practice, allows readers to explore a *TEC* article in depth. Readers can ask *TEC* authors further questions, comment on articles, and get input from other *TEC* readers.
- The Electronic Study Groups, which use *TEC* articles as the basis for discussion and continuing education, provides a unique opportunity for readers to study a particular issue with other readers—and earn CEU credits!

For Contributing *TEC* Authors

The *TEC* editors have also initiated changes to assist contributing authors:

- The revised author guidelines and a new author's kit provide more assistance to aspiring authors.
- Authors can learn about upcoming topics and manuscript deadlines from the annual editorial calendar.
- The reviewer pool has been expanded to include more diverse individuals, such as teachers.
- The new associate editor position will assist in the development of goals and activities to foster greater diversity.
- The new data-based monitoring system will streamline manuscript processing.
- The new mentoring system will help groups whose voices are underrepresented in the journal successfully submit manuscripts for publication.

New *EC* Features

EC's new features will appeal to busy professionals who want to keep abreast of the latest research in special education:

- Article descriptions have been added to titles in the Table of Contents to give readers more up-front information.
- An "Implications for Practice" section added to each article gives readers practical information at a glance.
- *EC* is now published quarterly, which allows for more articles per issue. ■

inside

AUGUST 1997 VOL. 4 NO. 2

CEC Today is published 10 times a year, Jan/Feb, March, April/May, June, July, Aug., Sept., Oct., Nov. and Dec., by The Council for Exceptional Children, 1920 Association Drive, Reston, VA 20191-1589. Telephone 703/620-3660, TTY 703/264-9446, lyndav@cec.sped.org.

CEC Today is not copyrighted. Members are encouraged to copy and disseminate information in this publication.

CEC President: Linda Marsal

Executive Director: Nancy D. Safer

Editor: Lynda C. Voyles

Contributing Editors: Jacki Bootel, Department of Public Policy; Jean Boston, Publications; Jane Burnette, Grants and Contracts; Margie Crutchfield, Professional Standards; Anmarie Kallas, Professional Development; Grace Zamora Durán, Membership; Karen Vermaire Fox, Student CEC; Susan Simmons, Membership

Researchers Challenge Traditional Practices, Offer New Insights *1*
New Rules for Eligibility, Evaluation, and Reevaluation *1*
CEC's Special Educator Awards *2*
Member Benefits *3*
Advocacy in Action *4*
Student CEC Spotlight *6*
Canada *7*
Division Focus *8*
Professional Advancement *10*
Fred Weintraub—A Man of Vision and Action *12*
Member to Member *13*
Speaking Out *14*
Should Special Education Be Provided to Youth in Correctional Facilities?
Calendar of Events *16*

Advocacy in Action

CEC Assists with Interpretation of IDEA Reauthorization

Since the Individuals with Disabilities Education Act (IDEA) reauthorization was signed into law on June 4, 1997, CEC has met with Office of Special Education Programs leaders on several occasions to provide input for regulations that clarify and carry out the intent of the law. These regulations, which are scheduled to be published in the Federal Register by the end of September 1997, will give educators and others the tools they need to implement changes outlined in the amended law. Final regulations are scheduled to be in place by the end of April 1998.

Understanding and being able to implement the law is essential, as many aspects of the law went into effect immediately upon enactment.

Senate Shows Support for Funding Increase for IDEA

Members of the Senate leadership are speaking out in favor of a $1 billion increase in special education funding this fall. Senate Majority Leader Trent Lott; Sen. Judd Gregg, R-N.H.; and Sen. Arlen Specter, R-Pa, chair of the education spending subcommittee, met in May to discuss ways to significantly increase IDEA funding.

Since the May meeting, the Senate Appropriations Committee has given Specter's subcommittee $79.2 billion, which is to be divided among labor, health, and education programs for fiscal 1998. This is $4.2 billion more than they received for the current year, which may pave the way for a raise in IDEA funding.

Gregg proposed a $1 billion increase in IDEA funding last year as an amendment to the IDEA reauthorization. Though he withdrew the proposal, he elicited Lott's support of the increase and last month circulated a letter asking other senators for their support. Thus far, Ted Stevens, R-Alaska, Gregg, Lott, and 18 other senators have signed the letter asking Specter to allocate another $1 billion to special education funding.

Education Standards Must Maximize Participation of Students with Disabilities

The movement to reform public schools through the use of education standards and accountability must include students with disabilities to the maximum extent possible, said the National Research Council in a report released in late June. Challenging standards should be set for all students, and schools should be held accountable for every student's performance—including those with disabilities, said *Educating One and All: Participation of Students with Disabilities in Standards-Based Reform.*

State and local education officials must take the diversity of students with disabilities into account when designing and implementing standards-based reforms and presume that each student with a disability will participate in state or local standards and assessments, the report continued. If standards and tests must be altered for some students, the changes should be based on each child's individual educational needs.

However, accommodations in procedures should only be provided to offset the impact of a disability that is unrelated to the knowledge and skills being tested, said the report. For example, a student with a reading disability should not be offered reading assistance on a test of reading proficiency, but it might be appropriate to provide such assistance on many tests of mathematics or science.

The report also said that

- Decisions about alterations of standards and assessments should be decided as a part of the Individualized Education Program (IEP). To improve schools' accountability in educating students with disabilities, the current system for creating IEPs should be made more systematic and public.
- Policymakers should monitor the intended effects of standard-based reform, such as improved test scores, and other possible unintended effects, such as increases in dropout rates or in the number of students classified as having a disability.
- Any alterations to common standards and assessments for a student with a disability should "have a compelling educational justification and must be made on an individual basis."
- Alterations to content or performance standards or assessments should "fully reflect the full range of knowledge and skills that the student needs to live a full, productive life."
- A long-term research agenda is needed that is focused on the school experiences of students with disabilities. Also, all large-scale education surveys and research studies should include students with disabilities. ■

Copies of Educating One and All: Participation of Students with Disabilities in Standards-Based Reform *are available from the National Academy Press, 202-334-3313.*

Supreme Court Ruling Opens the Door for Publicly Funded Special Educators to Provide Services in Parochial Schools

In *Agostini v. Felton*, 1997, the Supreme Court ruled that under Title I, remedial education and other publicly funded services may be provided to students in private schools on school premises. This reverses the court's 12-year ruling banning such on-site services, for to do so would have violated the First Amendment clause separating church and state.

For special educators, this opens the door for further provision of services by publicly funded teachers in private school settings.

Furthermore, the recent IDEA reauthorization contains language that mandates that a proportionate amount of special education IDEA funding must be provided to students with disabilities whose parents have placed them in private schools.

New Rules, *from page 1*

sessments than the original law. It also mandates that a variety of assessment tools be used. Therefore, while special educators may still use assessment tools that measure a student's overall achievement, they may also be expected to administer tests that provide a more fine-tuned analysis of which specific skills a student has mastered, said Lynn Fuchs, professor at Vanderbilt University and member of CEC Chapter #185. Examples of such tests include the Gray Oral Reading Test and curriculum-based measurements.

Under the new law, performance assessment tools may not be restricted to formal, standardized tests. Informal curriculum-based tests, supplied by the general education and/or special education teacher, as well as alternative assessments such as portfolio reviews, may all be used to help determine a child's functional abilities.

Another aspect of the IDEA reauthorization regards accommodations for students with disabilities on performance assessments. Special educators may need to be prepared to determine which accommodations a child with a disability requires to participate in assessments, standardized or informal, and ensure he or she gets those accommodations.

The IDEA reauthorization also mandates that the Individualized Education Program (IEP) team take multiple measurements into consideration when determining a child's eligibility for special education, as no single procedure can be used as the sole criterion in decision making.

Other requirements concerning assessment tools, which were carried over from the old law, say that assessments may not be discriminatory, must be provided and administered in the child's native language or other mode of communication, and must have been validated for the specific purpose for which they are used. Furthermore, the child must be assessed in all areas of suspected disability, and assessments must be administered by trained and knowledgeable personnel.

Parental Involvement

The IDEA reauthorization calls for increased parental involvement in the assessment process. Not only does the legislation contain existing language that parents must give informed consent before a child is assessed for a disability, it also asks for the parents' active participation. Parents are to provide functional and developmental information concerning their child, which must be considered when determining whether or not the child has a disability. Furthermore, the child's parents are to be active members of the team that determines whether or not their child has a disability.

The Evaluation Process

When determining if the child is eligible for special education services, the education team, the child's parents, and any other appropriate qualified professionals must

- Review existing evaluation information on the child, including that provided by the child's parents, current classroom-based assessments and observations, and teacher and related service provider observations.
- Determine if any additional information is needed to ascertain the child's present levels of performance, his or her educational needs, and whether or not special education and related services are needed.

Determining Eligibility for Special Education

When the education team and parents have all the information they need, they must determine if the child has a particular category of disability, the present levels of performance and educational needs of the child, and if the child needs special education and related services. The child's parents must be given a copy of the evaluation report, as well as the documentation of determination of eligibility.

Disability vs. Lack of Instruction or Limited English Proficiency

One new addition to the IDEA legislation is that a child must not be found eligible for special education if the deciding factor is a lack of instruction in reading or math or limited English proficiency.

While it is not yet clear how that will be determined, Fuchs suggests that educators could determine if other students in the child's class are profiting from that instruction. Or, the school could employ a systematic prereferral intervention system that implements modifications to learn whether or not those strategies enhance the child's educational progress.

Also, Judy Schrag, educational consultant and member of CEC's Virginia Federation, recommends checking the child's history to see if frequent moves or other situations have disrupted his or her education.

The Reevaluation Process

When determining whether or not the child continues to be eligible for special education services, the IEP team, the child's parents, and any other appropriate qualified professionals must

- Review existing evaluation information on the child, including that provided by the child's parents, current classroom-based assessments and observations, and teacher and related service provider observations.
- Determine if any additional information is needed to ascertain the child's present levels of performance, his or her educational needs, and if the child should continue to receive special education. The team must also determine whether any additions or modifications to the child's special education program are needed to enable the child to meet his or her annual IEP goals and to participate, as appropriate, in the general education curriculum.

Only Reevaluate What Is Needed

A major change in the IDEA reauthorization says that a complete reevaluation does not need to be conducted every 3 years. If the education team determines that no additional data are needed, the school must notify the parents of that determination, the reasons for the decision, and their right to request an assessment to determine if the child still has a disability.

IDEA's changes in the evaluation and reevaluation process can help us better serve children with disabilities.

"As a classroom teacher, I would be refreshed by language in the changes in the law," said Schrag. "There is a new mindset that focuses on how to improve outcomes for kids with disabilities." ■

Meet Student CEC's Executive Officers

Please join us in welcoming the members of the 1997-98 Student CEC Executive Committee.

Sandie Benz, Student CEC President, plans to encourage better communication and collaboration between CEC and Student CEC. In order for CEC to serve as the association for special educators, Student CEC must continue to recruit and retain student members, Benz says. She also believes Student CEC must continue to provide education opportunities for student members by giving workshops at state/provincial conferences and at the annual convention. In addition, Student CEC should conduct leadership forums to train leaders and explore new ways of reaching our diverse population of members, she says. By working closely with student officers and the Student CEC Executive Committee, Benz will join with all students to better improve Student CEC.

Benz is completing her Master's in Special Education at Buffalo State College while teaching early intervention part-time at the Language Development Program. She has been involved in CEC and Student CEC at all levels and was recognized as the 1997 Outstanding Student CEC Graduate Member of the Year. This is Benz's second year on the Student CEC Executive Committee; she served as Vice President of Committees last year.

Melissa Whitmore is the newly elected President Elect. She is an undergraduate student at the University of Wisconsin, Eau Claire, and plans to complete her student teaching in the fall. Whitmore is looking forward to further defining the newly created position of president elect. She will strengthen the role Student CAN Coordinators play in affecting public policy and monitor and update the student section of the CEC Web page while preparing to take over as Student CEC President in 1998-99. When she isn't focusing on Student CEC, Whitmore will continue to be a coach for Special Olympics and a member of the Pi Kappa Delta Forensic Honor Society.

Todd Catanzano, Vice President of Committees, is pursuing his Master's degree in Special Education at Dowling College in New York. Although still a student, Catanzano has already begun teaching on a part-time basis, working with children with autism, and is starting a Boy Scout troop for students at his school.

He plans to encourage all students to join Student CEC and get involved with the work committees are doing this year. The Membership Committee will strengthen membership, the Honors Committee will review awards, and the Ethnic and Multicultural Concerns Committee will train leaders and build new chapters. Join other students from around the country and Canada to help get this important work accomplished. For more information about serving on a committee, send Catanzano an e-mail at Educate831@aol.com.

Kelly Stoker, Vice President of Programs, is making plans for the 1998 convention in Minneapolis, MN. Stoker is a senior at the University of South Florida in the emotional/behavioral disturbance program. Stoker's goal for the year is to make the annual convention as interesting and informative as possible. She has already begun selecting the student sessions.

"It's so exciting to see what so many people can bring to the convention," she said. "I have seen many proposals on how to use creativity and art in the classroom. I would like to include more of these sessions along with sessions on first-year teaching experiences and inclusion."

Adam Maroney will serve as the Vice President of Communications. Maroney is currently residing in Portland, ME, and has recently graduated from the University of Maine, Farmington, with a degree in special education and speech pathology. He will soon begin working toward his Master's degree.

Maroney has been an active member in both his chapter and the Maine Federation since 1993 and is looking forward to taking on the challenge of getting students more involved in communicating within CEC. Join Maroney by working with the Publications Committee—you can write articles for *CEC Today* or help improve communication on all levels.

Lina Reitano has been appointed Canadian Student Liaison by the Canadian CEC. Reitano is from Markham, ON, and is the 1996-97 Outstanding Canadian Student CEC Member of the year. She will graduate from York University in the summer and has been accepted into the Faculty of Education at the University of Toronto.

Reitano's goal for the year is to enhance CEC by serving as a liaison between students and professionals. She also wants to strengthen all federations in Canada, particularly the Quebec and British Columbia federations in preparation for the annual convention in the year 2000.

"This is an important role because I am a voice for Canadian students and work to create efficient, productive collaborations between Canadian Student CEC and all of Student CEC," she said.

As you make plans for the year, join the Student CEC Executive Committee by taking part in the programs offered by your association, your federation, your chapter meetings, and recruiting new members. Join in the fun of Student CEC! ■

Canadian CEC Tracks Trends in Local Education Policy

Canadian CEC's Governmental Relations Committee has developed a comprehensive summary of local school councils in each province. The summary includes the mechanics of operation, information on legislation, and council responsibilities. Specific items reported in the summary are

- Pending legislation.
- Number of members in the council.
- Term of members.
- Responsible for hiring or not.
- Curriculum.
- Student selection.
- Primary role: advisory or management.
- Number of meetings per year.
- Resource implementation.
- Dissolution clause.
- Board amalgamation.

The original documents are housed with CCEC director Bill Gowling and are available upon request, 800/845-6CEC.

Canadian CEC is also investigating two other areas of interest to special educators:

- If and/or how many special education classes are required for the completion of a B.Ed. degree by different universities.
- What is happening to administrator and supervisory officers regarding their possible out-of-scope status.

If you would like more information on these issues or would be interested in contributing to the investigation, please contact your provincial governor or your board of directors.

CCEC 1997 National Conference

CCEC's 1997 National Conference, "Reclaiming the Spirit: Empowerment in Teaching, Learning, and Parenting," to be held October 30-November 1, in Regina, Saskatchewan, brings together today's leading experts in education, learning, and effectiveness. Stephen R. Covey, author of the runaway best-seller, *The 7 Habits of Highly Effective People*, will present the keynote address. Plus, selected members of the country's top educators will present sessions on topics affecting you and your students every day. Session leaders include:

- Gary Phillips, *Hurt People Hurt People, Healed People Heal People.*
- James L. Paul, *Educator's Impact on Children's Spiritual Lives.*
- Ron Walker, *Children and Youth with ADHD.*
- William Jenson, *Tough Kids.*

For more information, please contact Kim Kinnear, 306/731-3641 or George Falk, 306/787-6073. ■

CEC Institute

Adapting Curriculum for Exceptional Learners

NEW! Regional Event

Coming soon to your area!

Where:	Seattle, Washington
When:	October 9-10, 1997
Registration:	Member: $199 Nonmember: $249 Student Members: $150 Nonmember Students: $200

Call Now! 888/232-7733

FREE Tuition for Your 5th Team Member! Call for details.

CEC

Member-Get-A-Member Campaign Forges Ahead

Only 4 months are left for the MGM Campaign. You can earn free convention registration, membership, or publications from the points you earn by participating in this campaign. For more information, please call 888/232-7733.

Be a Part of the Special Education World Congress: 2000

In the year 2000, you have a unique opportunity to attend the Special Education World Congress, which will be held in Vancouver, British Columbia, on April 2-5 immediately preceding the annual CEC convention at the same location. The World Congress: 2000 will focus on international aspects and collaboration between nations for the benefit of children with exceptionalities. Special educators will learn about current special education issues, advances in the field, new educational trends, and the latest developments in teaching strategies and resources.

Each day's activities will provide for a cross-cultural exchange of ideas, development of international support networks, and socialization with colleagues from other countries.

You can join this exciting venture today by presenting a paper for a cyber seminar or forming a national special education resource committee.

CEC divisions are invited to become partners in the World Congress, as are other organizations that serve exceptional persons. At least three types of partnerships are possible: congress partners, program partners, and resource development partners.

For more information about the World Congress, contact Aaron Armfield, 402/554-3337, or e-mail: armfield@coe.unomaha.edu.

The World Congress: 2000 is sponsored by CEC and the Division of International Special Education and Services.

Division Focus

CASE

The Council of Administrators of Special Education

CASE is pleased to welcome a new member to the CASE Executive Committee. Luann Purcell assumed the post of Representative of CASE Units on July 1 of this year. Purcell will hold this position for 3 years.

CASE members are alerted to the new CASE Web page on the Internet! You may check out the Web page at: http://members.aol.com/casecec. You can also access the CASE page through the CEC Web site. The CASE Web site contains valuable, up-to-date information you need to know to keep abreast of developments in the field and CEC initiatives. For example, the revised CASE position paper on service delivery, amended at the annual meeting in April, is available on the CASE Web site.

With the new IDEA amendments barely in effect, local administrators will be glad to know that CASE has scheduled a number of professional development opportunities regarding the revised law. The CASE International Conference on Public Policy in Special Education will be held on November 20-22, 1997, at the Wyndham Emerald Plaza in San Diego, CA. A full strand on IDEA implementation, as well as a strand on interim alternative educational placements will be presented. The conference will also feature information on current litigation, urban issues, and a host of other topics of concern to supervisors and administrators. A registration brochure will be included in the July-August CASE newsletter. Nonmembers may obtain a registration form by calling the CASE office at 505/243-7622.

The CASE Institute, scheduled for January 28-30, 1998, in Clearwater Beach, FL, will be devoted to IDEA implementation. Registration will be limited to 120 people, and registration forms will be available in early fall.

In July, the CASE Executive Committee met in Washington, DC, and met with Congressional members and staff to discuss appropriations for IDEA. CASE members also met with other association representatives to discuss joint efforts on behalf of children and youth with exceptionalities.

CEC-DR

The Division for Research

CEC-DR began several new traditions at the recent annual convention in Salt Lake City. The first is the Fireside Chat, in which the winner(s) of the previous year's CEC Research Award spend an hour with graduate students discussing how to launch a research career. Session leaders in Salt Lake City were Tanis Bryan and Charlie Greenwood. In 1998, Naomi Zigmond will lead this session. CEC-DR also instituted a featured session on Research Methodology with Sharon Vaughn's training on focus group methodology.

A third new CEC-DR feature was two sessions linking researchers and family members of students with disabilities. The first of these sessions involved family members who are also researchers. Tom Keating, Judy Carta, Phil Ferguson, and Carmen Arreaga-Mayer presented fascinating glimpses into the richness of this dual perspective. In another session, Ann Kornblet, immediate past president of LDA, engaged in an extensive discussion with Lou Danielson, director of OSEP's Research-to-Practice Division; Lovely Billups of AFT; and Russell Gersten, CEC-DR president, on determining research agendas and research syntheses that have meaning to parents and other family members of students with disabilities.

These successful sessions, the Fireside Chat, research methodology, and family lineage sessions, will continue as annual events at the convention.

In addition, the Executive Board decided to terminate publication of *Exceptionality* in its present form. CEC-DR will keep members posted as to alternative means of dissemination of research that CEC-DR will utilize in the future.

CEDS

The Council for Educational Diagnostic Services

The CEC professional standards for educational diagnosticians are nearly completed and will soon be ready for publication. At the CEC Annual Convention in Salt Lake City, the Knowledge and Skills Committee reviewed and edited the proposed standards developed and validated by CEDS members. A draft was then forwarded to the CEC Professional Standards and Practice Committee and approved.

However, in order to reflect best practice and make the standards as current as possible, a national validation study is currently being conducted among members of the CEDS division on several amendments. The final draft will be completed later this year and will eventually be included in the CEC publication, *What Every Special Educator Must Know: The International Standards for the Preparation and Certification of Special Education Teachers*. These standards are the minimum necessary to begin professional practice as an educational diagnostician and are designed to be applicable to all states/provinces and their unique certification and licensure patterns. For more information, contact Stephen Walker, 606/572-5598 (W), 513/ 231-1680 (H) or by e-mail at walkerst@nku.edu.

DLD

The Division for Learning Disabilities

DLD is proud to announce the election or appointment of three new officers. Each of these individuals is an active professional in the field of learning disabilities and have made significant contributions.

Jean Schumaker has been elected as vice-president and will accede to the office of president over a 3-year period. Schumaker is associate director of the University of Kansas Center for Research on Learning and a professor of special education. She is nationally recognized for her work in the development and validation of instructional curricula and teaching procedures in the areas of social skills, learning strategies, and content enhancement. She is a recipient of the "1996 Outstanding Contributor of the Year Award" from CEC.

Susan Peterson Miller will serve a 2-year term as treasurer. Miller is an associate professor of special education at the University of Nevada, Las Vegas. She is a leader in the area of math interventions for students with learning disabilities. She is also the co-developer of one of the most widely used math programs for students with learning disabilities, "The Strategic Math Series."

Naomi Zigmond, professor of special education at the University of Pittsburgh, has been appointed to a 3-year term as the chair of the Publications Committee. A leading researcher and author of publications on inclusionary practices and secondary programming, Zigmond is well known to the field. She served previously as editor of the CEC journal *Exceptional Children*. At the recent CEC convention in Salt Lake City, Zigmond was the recipient of CEC's "1997 Researcher Award."

DPHD

The Division for Physical and Health Disabilities

DPHD committees have been working to complete their assigned tasks as we enter the new year. All DPHD members who have special interests and expertise related to the functioning of the division's committees (Severe and Multiple Disabilities, Homebound/Hospital, Critical Issues, and Leadership) are urged to become active members of the committees that serve your interest area.

DPHD also needs interested members to consider serving as officers. Many members have wonderful ideas for the improvement of the division. Running for a DPHD office can give you an opportunity to put those ideas to work.

Research, *from page 1*

mittee on Goals 2000 and the Inclusion of Students with Disabilities. The report says that students with disabilities should be held to the same high standards and included in the same assessments as other students. The discussion was followed by a question and answer period.

Selected highlights of the conference sessions include:

- **Use of Discrepancy Formula for Identifying Learning Disabilities**—The use of discrepancy formulas is a nebulous measure that fails to determine whether or not a child has a disability, according to Gresham.

"The problem with the discrepancy formula is that it is a black hole," said Gresham. "There are discrepancies throughout the distribution of IQ. For instance, students with mental retardation have discrepancies in the opposite direction. Are they overachievers? And gifted students have discrepancies. Are they learning disabled or overachievers?"

Furthermore, the discrepancy measurement has little relationship to whether or not a child has a disability or as a means of placing children in special education. Though approximately 3/4 of the states use discrepancy measures as a basis for defining learning disability, research shows that only a small percentage of students identified as learning disabled have the discrepancy, Gresham explained. Students are placed in learning disability programs because of their overall level of academic achievement.

"Teachers will tolerate only a certain level of underachievement before placing a student in special education," he said. "What is called LD today was called EMR in the 70s and 60s. LD has been redefined as the new population of kids with lower IQs."

Gresham further states that if a student who needs help does not meet the discrepancy standard, educators may use different assessments in order to get the required point discrepancy between IQ and achievement.

- **Accommodations in Large-Scale Assessments**—In addition to discussions on major trends and policies concerning accommodations in standardized assessments, this session explored using accommodations for General Education Development (GED) exams. John Emerson, project director of the GED Success Project and member of CEC's Washington Federation, found that allowing students with learning disabilities or behavioral disorders to use accommodations substantially increased their success rate on the GED. Those accommodations that were particularly helpful included allowing students to use audio cassettes or scribes or giving them extended time.

However, for the accommodations to be most useful, GED instructors needed to be trained to identify those students who would benefit from the accommodations, and the students needed to be allowed to practice using the accommodations before the actual exam.

- **School Reform, Parent Involvement, and Community Schooling**—From the results of a 5-year study on school reform, Katherine Briar Lawson and Hal A. Lawson contend that rather than developing new models, we need to integrate existing school and state reform movements. For example, parents on welfare could be trained and offered positions as paraeducators, thus providing skilled workers to the schools while strengthening the family.

Hal Lawson further maintained that special educators are uniquely positioned to take a leadership role in restructuring that integrates existing school and state reform movements, because they think not just in child but in family terms. As special educators work with children, they learn about their families and the types of supports they need. By helping provide those supports, special educators will not only help one student but can prevent certain problems from affecting every child in the family. Lawson also proposed that special educators lead classroom-based support teams, which respond to student problems before crises occur.

Katherine Lawson stated that for school reform to succeed, schools need to employ indexes, such as a Quality of Treatment Index to improve the way everyone— administrators, teachers, parents and students— treats one another. Quality of treatment affects everything about a school, including student attendance, parent attendance at conferences, student achievement, and teacher burnout, Lawson said. Such indexes give schools a way to measure their progress, in addition to how well they have planned for and accomplished change issues.

- **Strategies to Merge English Language Learning with Academic Content Instruction**—Though very little rigorous research has been done in this area, certain practices appear to be conducive to merging English language acquisition and academic content, according to Russell Gersten, professor at the University of Oregon

Continues on page 15

10 Easy Steps to Surfing the Web

Are you brand new to the World Wide Web? If you can access a computer that is hooked up to the Internet, follow the steps below and you will be surfing in no time!

1. Ask someone which "browser" the computer has. The "browser" is the type of software the computer uses to access the WWW. The most common browsers are Netscape Navigator, Microsoft Internet Explorer, and AOL (America Online). Accessing the WWW through AOL is a little different, so you will need to have someone who knows how to use AOL to help you start.

2. Using the computer mouse, point to the name of the browser on the computer screen with the little picture attached (known as "icons"). The browser will start up, and you will see a Web page.

3. The Web page that is now in the window is the browser's "home page." Notice that toward the top of the screen there is a button called "Home." Every time you point and click on that button, you will return to the page that is now displayed. You can go anywhere on the WWW using the buttons you now see on the browser.

4. In both Netscape and Internet Explorer (IE), you will see a bar near the top of the window where a "Web address" is shown. A Web address looks something like this: http://www.cec.sped.org (CEC's Web address). To go to a different Web page, double-click on this box. When the address is highlighted, you can type over the old address with a new address (try the CEC Web address above) and press "Enter" on the keyboard. You can also go to a Web page by clicking once on the "Open" button in Netscape, then type in the address, then click on "open." The browser will locate that page on the WWW.

5. To move from Web page to Web page (known as "surfing"), click on text on the page that is a different color than the rest of the text (it is also often underlined as well). If you typed in the CEC Web address, you will see a picture and the word "Continue." There is no other text on this page, but "Continue" is colored text, and it is underlined. Point to it. Notice that your mouse pointer turns into a

continues on page 15

Surf Savvy with CEC!

The World Wide Web, vast and ever-growing, offers access to an ocean of information on every topic under the sun. But sorting through pages and pages of useless or questionable information on the Web can sink a novice surfer's efforts to find quality special education resources online. Point your browser to www.cec. sped.org and start your search with CEC, so you can surf savvy!

The CEC Web Site . . .

CEC training and events information, the latest news in special and gifted education, important policy updates . . . this is but a small sampling of information CEC members need to know that can be found on the CEC Web site. But CEC-related events, news, and information are just the beginning. The CEC Web site provides an excellent starting point for special educators, parents, and others in search of special and gifted education and disability information online.

When you are in search of the latest news on topics affecting you, your school, and your students, always be sure to check CEC's "What's New" page. In the months leading up to the IDEA reauthorization in June, "What's New" carried all of the relevant news and links to CEC's Department of Public Policy. There, updates on the progress of IDEA, points of concern for CEC members, and summaries of the proposed legislation were available. From CEC's Public Policy Web pages, members could follow links to the latest complete versions of the legislation at Congressional sites, as well as find links to the e-mail addresses of key Congressional staff involved in the reauthorization process.

From the CEC home page, surfers can also access the home page of the ERIC Clearinghouse for Disabilities and Gifted Education (ERIC EC). In addition to information on how to access and search the ERIC databases, ERIC EC provides digests (short reports), fact sheets, and minibibs (minibibliographies) on a wide range of topics of interest to the educational community. In addition, ERIC EC has compiled a list of "Frequently Asked Questions" (FAQs) by topic on the questions they receive most often.

From each FAQ topic, surfers can access listings of other Internet resources for more information (found on the bottom of the FAQ page). The Internet resources page for each topic provides an excellent gateway to more specific information—and takes some of the guesswork out of finding quality Web sites with the information you need.

. . . and Beyond

CEC is continually scanning and evaluating Web sites of interest to find those that offer useful and reliable information of interest to special and gifted educators. CEC links to such sites from the "Links to Other Resources Online" page on the CEC Web site. You can access this page by choosing "What's New" from the CEC home page and then scrolling down the page, or you can follow the link to it from the ERIC EC home page.

The "Links to Other Resources Online" page organizes online resources into the following categories: Organizations/Associations, Government Information Resources, University Sites, Useful Sites for Educators, Links for K-12 Students, Links for Parents and Families, and Miscellaneous Sites of Interest.

These listings lead directly to a wealth of useful information—saving both novice and experienced surfers much time and frustration!

CEC is continually evaluating and adding links to great new resources. If you know of an outstanding special or gifted education resource online, send a note to cec@cec.sped.org for consideration! ■

Don't Miss CEC's Satellite Broadcast

Don't miss the the premier event of the season—the CEC Telecast, *IDEA Reauthorization: Major Features of the New Law*, to be held on Thursday, August 21, 1997, 12:00 noon - 3:00 p.m. EST.

CEC's panel of leading educators will discuss the reauthorization, its implications, and ways to implement the law effectively. Panelists include Joseph Ballard, CEC's Director of Public Policy; Jo Thomason, Executive Director, The Council of Administrators of Special Education; and other education experts.

The panelists will address major reauthorization topics including

- Curriculum and instruction/IEP.
- Procedural safeguards/parental involvement.
- Evaluation/reevaluation of students with disabilities.
- Early childhood and developmental delay.
- Discipline/behavior management.

Administrators, teachers, and parents will all benefit from this in-depth look at the reauthorization. And, viewers can take an active role in the discussion by calling an 800 number.

Accessing the Teleconference

The teleconference will be delivered to your location live via satellite. Arranging to bring the teleconference to your local site involves identifying a location that can receive a C-band or KU-band satellite signal, such as public schools, cooperative education agencies, technical schools, and colleges and universities. Upon registration, you will receive downlink information.

Registered sites can make one copy of the telecast to be used for instructional purposes, so your vacationing teachers can also get this important information. Educators can earn .3 Continuing Education Units for a nominal fee. Call 888/CEC-SPED for more information.

Future Broadcasts

CEC will present two more telecasts on the IDEA reauthorization this school year. *IDEA Reauthorization: Implementation of Specific Provisions* will air in January 1998, and *IDEA Reauthorization: Evolving Issues and Interpretation* in May 1998.

Registration Information

The deadline to register for the first telecast is August 14, 1997. The site registration fee is $249 per site. Or, you can register for all three telecasts for the low price of $599. To register, call 888/CEC-SPED; Fax: 703/264-9494; WWW, http://www.cec.sped.org. ■

All CEC events are accessible, and materials are available in alternative formats. Please notify CEC at the time you register if you need special assistance.

TAKE IT FOR *granted*

GenCorp Foundation K-12 Reforms—The GenCorp Foundation funds elementary and secondary education projects in communities where the company operates. Projects should focus on parental involvement, literacy, school-to-work transition, teacher training, and student achievement. Deadline: None. Eligibility: Nonprofit agencies, including schools. Contact: Theresa Carter, 330/869-4289.

Mead Corp. Foundation K-12 Reforms—The Mead Corp. Foundation supports elementary and secondary education reform projects in operating communities. Deadline: None. Eligibility: Schools and school districts in Mead operating areas. For guidelines, call 937/495-3883.

Research on Disability Services—The National Institute on Disability and Rehabilitation Research is inviting applications for research on improving services for individuals with disabilities. Deadline: August 29, 1997. Eligibility: For field-initiated projects, public and private organizations, including postsecondary institutions. For advanced rehabilitation research training projects, postsecondary institutions to train rehabilitation researchers, including individuals with disabilities, who have doctorates or similar advanced degrees. Contact: Richard Melia, 202/205-9400.

Congratulations to the Following CEC-Accredited Colleges and Universities

CEC is pleased to announce that during the last 12 months the following colleges and universities have met the CEC standards for the preparation of special education professionals:

Central Connecticut State University
Undergraduate: Comprehensive Special Education
Master's: Special Education

Brigham Young University
Master's: Severe/Profound Disabilities, Gifted and Talented

College of Charleston
Undergraduate: Emotional and Behavioral Disorders, Learning Disabilities

College of New Jersey (formerly Trenton State College)
Undergraduate: Teacher of the Handicapped

Marshall University
Undergraduate: Mentally Impaired, Physically Handicapped
Master's: Mentally Impaired, Physically Handicapped, Behavior Disorders, Learning Disabilities, Gifted, Preschool Handicapped

University of North Texas
Master's: Generic Special Education, Severely Emotionally Disturbed/Autistic, Educational Diagnostician, Early Childhood Special Education, Gifted and Talented
Doctorate: Special Education

University of Delaware
Undergraduate: Learning Disabilities
Graduate: Learning Disabilities

University of Puerto Rico—Rio Piedras
Undergraduate: Emotional and Behavioral Disorders, Mental Retardation

Since 1986, CEC, as part of the National Council for Accreditation of Teacher Education, has reviewed over 1,500 programs preparing special education professionals in over 300 colleges and universities. A complete list of the schools that have met CEC standards is available from the Professional Standards and Practice Unit, 703/264-9484 and from the CEC Web site, http://www.cec.sped.org.

Fred Weintraub—A Man of Vision and Action

You often hear the expression, "He'll do whatever it takes to get the job done," but rarely does that mean moving into the office to work round the clock. But that is exactly what Fred Weintraub, CEC's Assistant Executive Director for Professional Standards and Practice, and three of his colleagues did back in 1973 to produce a model state law for the education of students with disabilities. That work, which was presented at a series of conferences of state legislators and school administrators, was to become, in many ways, the foundation for P.L. 94-142 or the Individuals with Disabilities Education Act (IDEA).

This type of dedication comes as no surprise to those who have known and worked with Weintraub during his 30-year career at CEC. Weintraub's commitment to the education of children with exceptionalities has resulted in significant improvements in special education policy at the state and federal level, the establishment of federal support for gifted education, and the development of professional standards for the field. He is a visionary who possesses a practical side—a man who can see what the future should be and isn't afraid to roll up his sleeves and get the job done.

Weintraub's introduction to special education came during a summer job working with students with behavior disorders in 1962. Despite his interest in these students, he followed his original plans to become a history teacher. But, as a teacher, he again found himself drawn to those students who had special needs. Finally, he listened to his heart and accepted a position working with students with behavior problems.

After 1 year, Weintraub decided he needed to learn more about teaching students with exceptionalities. He obtained his Master's in Special Education at Trenton State College, and in 1966, he started his doctoral studies at Teacher's College, Columbia University.

Weintraub came to CEC in 1967 as an intern as part of his doctoral program, not knowing that that move would totally redirect his life. He eagerly accepted the position of assistant director of the Analytic Study of State Legislation for Handicapped Children, learned about special education policy at the grass-roots level, and for the first time in his life traveled west of Pennsylvania.

"I can still see Fred in his cowboy hat and western boots visiting CEC federations and state legislatures in the Rocky Mountain area and some people questioning how a fellow from New Jersey got to be a cowboy," says Ed Martin, the first Assistant Secretary of Special Education and Rehabilitative Services.

In 1969, Weintraub established the Department of Governmental Relations at CEC and continued his work in policy development. He, with the help of other CEC staffers, designed the model state law for the education of children with disabilities and worked to see that states adopted that law. Never one to shrink from unconventional methods, Weintraub would do whatever was needed to get children with disabilities into appropriate programs in the public schools—such as pointing out that states could adopt the model law or face a court case.

From these early beginnings came the groundwork for the Education for All Handicapped Children Act, now known as IDEA. Weintraub went from battle to battle, from cajoling to threatening, to get this legislation passed. Always one for the dramatic, as he stormed out of CEC in pursuit of his mission, he would turn to the governmental relations staff and shout,

"Man your phones!" recalls Joseph Ballard, CEC's Director of Public Policy.

Weintraub continued his work in public policy, fighting to get support for gifted education and to protect the rights of children with disabilities until 1990, when he accepted the position of Assistant Executive Director for Communications at CEC. In this role he oversaw the ERIC Clearinghouse, the National Clearinghouse for Professions in Special Education, and CEC's publications and journals. Under his stewardship, CEC's publications department grew from a $200,000 to a $1 million operation.

In 1993, Weintraub also started working with the divisions and the Professional Standards and Practice Committee on standards for special education. It was his view that the day would come when CEC would provide leadership to the field on professional standards and that this role was CEC's birthright. Once again, Weintraub's vision has become reality. In 1995, CEC produced *What Every Special Educator Must Know: The International Standards for the Preparation and Certification of Special Education Teachers*, which defines the knowledge and skills entry level special education teachers should have.

In addition, Weintraub has overseen the development of CEC's Professionally Recognized Special Educator (PRSE) program. This unique program, for the first time in history, gives special educators the opportunity to be recognized for meeting professional standards in the field.

"I am as excited about the PRSE program as I was about P.L. 94-142," says Weintraub. "It will have a very dramatic impact on the field."

Weintraub will be sorely missed by us all at CEC upon his retirement on September 1, 1997. His creativity and intelligence, coupled with the ability to work through a problem and see it through to completion, has literally changed the lives of millions of children with exceptionalities, as well as the lives of those who have been privileged to work alongside him.

"CEC and all of us who had the wonderful experience of working together to build a national commitment to people with disabilities will miss Fred's talents and values," said Martin. ■

Weintraub is moving to Los Angeles to join his family. He has taken a position with the state of California.

So You Think You Know Special Education History?

As one of his parting gifts, Fred Weintraub, CEC member and 30-year CEC staffer, devised a little quiz for our members. Find out how much you really know about the history of special education with his quiz!

1. The U.S. Congress recently reauthorized the Individuals with Disabilities Education Act (IDEA). The first U.S. federal legislation to advance the education of students with disabilities was passed in
   a. 1975 c. 1864
   b. 1963 d. 1827

2. The first publicly supported special education school, The Connecticut Asylum for the Education and Instruction of Deaf and Dumb Persons, opened for students in 1817. Its director was
   a. Alexander Graham Bell
   b. Thomas Hopkins Gallaudet
   c. John Braidwood
   d. Abbe Sicard

3. The North American principles of special education were imported from
   a. England c. France
   b. Germany d. Switzerland

4. The first special education school in Canada was established in 1829 under the direction of
   a. John Barrett McGann
   b. Ronald McDonald
   c. Thomas Hopkins Gallaudet
   d. Larent Clure

5. In 1832, Samuel Gridley Howe opened a special education school in Boston for students who were
   a. Deaf
   b. Physically disabled
   c. Blind

6. In the mid-1800s, the first special education programs for students with mental retardation in North America were begun in Massachusetts, New York, and Pennsylvania. These programs were all based on the pioneering work and guidance of
   a. Edouard Sequin
   b. Dorothea Dix
   c. Horace Mann
   d. Jean Marc Gaspard Itard

7. What pioneer of special education is also known as the father of the American public school system?
   a. John Dewey
   b. Henry Adams
   c. Horace Mann
   d. Dorothea Dix

8. In the early 1900s, the special educator, for whom a major CEC award is named, led the campaign to deinstitutionalize children with exceptionalities and develop public school programs.
   a. Clarissa Hug
   b. Samuel Kirk
   c. J. E. Wallace Wallin
   d. Letta Hollingworth

9. In 1922, 11 women special education teachers studying at Teachers College, Columbia University, and their professor met at the Women's City Club Building in New York City and formed what would become the Council for Exceptional Children. The professor and first CEC president was
   a. Elizabeth Farrell
   b. Frances Conner
   c. Henrietta Johnson
   d. Alice Metzner

10. In 1963, in a speech in Illinois, this former CEC president coined the term "learning disabilities" and called for the development of programs for these students.
    a. Newall Kephart
    b. Marianne Frostig
    c. Alfred Strauss
    d. Samuel Kirk

11. In 1972, this court case established the principle to right of an education for all students with disabilities:
    a. *Larry P. v. Riles*
    b. *Mills v. Board of Education of the District of Columbia*
    c. *Brown v. Board of Education of Topeka*
    d. *Pennsylvania Association for Retarded Children v. the Commonwealth of Pennsylvania*

12. In 1931, the U.S. Office of Education established an office to promote the development of special education. Its first director was
    a. Elise Martens
    b. Arthur Hill
    c. Romaine Mackie
    d. Samuel Kirk

13. Which U.S. president signed the law that created what became Gallaudet College for the Deaf:
    a. Abraham Lincoln
    b. Franklin Roosevelt
    c. John F. Kennedy
    d. Woodrow Wilson

14. In what was probably the first public school program designed for gifted students, a flexible promotion system was developed in 1868 in
    a. New York c. Toronto
    b. St. Louis d. San Francisco

15. Public Law 94-142 was signed into law in 1975. It guaranteed "handi-

Continues on page 15

EXTRA credit

National LD Teacher Award—The annual National LD Teacher Award recognizes educators for innovative approaches for teaching students with learning difficulties through the visual arts. The first place award is a $5,000 payment to the teacher and $5,000 to his or her school. Deadline May 15, 1998. Contact: P. Buckley Moss, 540/829-2479.

New TV Series on Alternative Teaching Approaches—PBS will air a new series, *Minds of Our Own*, which demonstrates how new approaches to learning and teaching can help students master and use the concepts they are taught. The series will air in late August.

Should Special Education Be Provided to Youth in Correctional Facilities?

BY PETER LEONE

Providing educational services to youth in correctional facilities is one of the most contentious issues in education, as evidenced by the public testimony and discussions preceding the recent reauthorization of the Individuals with Disabilities Education Act (IDEA). In this legislation, advocates were able to suppress attempts to eliminate educational rights of youth incarcerated in adult facilities. However, the new law has pared back entitlements.

Under the new legislation, adult correctional facilities are no longer required to serve youth over the age of 18 if they were not previously identified and had not received educational services. Further, the law's transition requirements were seriously curbed for individuals with long-term sentences.

Unfortunately, the erosion of special education rights of youth in correctional facilities is part of a disturbing trend to provide delinquent youths with minimal services and subject them to inhumane conditions. Special education services in many correctional settings are provided in a context in which security and control are paramount; and educational services, when available, are often inadequate and underfunded.

Tough Crime Laws Often Inappropriate

During the past 15 years, politicians have competed with one another in an effort to demonstrate to the public that they are not soft on crime. Accordingly, states have passed legislation that makes it easier to sentence juveniles as adults, even for nonviolent felonies, and many states have passed mandatory minimum lengths of stay in juvenile corrections for status offenses. That is, for engaging in things such as underage drinking, truancy, and running away that are not offenses for adults. Normally, courts do not confine youths for these offenses. However, frustrated by lack of community resources and the unwillingness of public schools to provide services, judges often incarcerate youths after finding them in contempt of court or for violating the terms of probation.

As the criminal justice system gets tough on crime, legislators are all too willing to fund additional detention and confinement facilities. At the same time, funds for correctional education are often scarce. When bed space in corrections does not keep pace with the commitment practices of the courts, juvenile and adult detention facilities become overcrowded. In these facilities, youth routinely sleep in hallways or on floors. As conditions deteriorate, educational services are sharply curtailed, and classes are canceled when there are insufficient numbers of teachers and classrooms. In 1991, the most recent year for which data were available, nearly one youth in four was confined in a facility under court order or consent decree related to conditions of confinement.

Who Are Our Youthful Offenders?

Should special educators be concerned about educational entitlements of youth in correctional facilities? Have these youth forfeited their educational rights as some critics have suggested?

Consider the following: The prevalence of youth with disabilities in juvenile and adult corrections is three to five times as high as in the public school population. While some argue that these estimates are muddled by the confounding effects of poverty and misdiagnosis, the fact remains that in many facilities, more than 1 in 3 youth enter with a history of prior special education services in the public schools, most often identified as having learning disabilities, emotional or behavioral disorders, or mental retardation. Among incarcerated youth, males and African Americans are significantly overrepresented. Further, a characteristic common to many incarcerated youth is poverty and school failure. While violent crime is a serious concern in many communities, more than two-thirds of all youth confined with delinquent offenses are charged with nonviolent offenses such as property crimes, status offenses, drug offenses, and violation of probation or parole.

The "get-tough" policies of local and state governments and the increasing lengths of confinement of youth do not appear to have any deterrent effect on the rate of juvenile offending. Rather, high rates of incarceration, inadequate services, and overcrowded conditions in corrections often serve to prepare youth for criminal careers and eventual graduation to the adult correctional system. Often overlooked are the costs of detention and confinement that range from $20 to $50 thousand per youth per year. Adequate education and special education services and prevention programs for youth can be provided at a fraction of the cost of incarceration.

High Quality Education Imperative

Within the public schools, the high rate of dropout and school failure among special education students is associated with a correspondingly high rate of delinquency and confinement. Reconnecting with children who present challenging behaviors in schools and communities requires that all educators examine the culture and structure of school programs that too often marginalize youth with disabilities, those from nondominant cultural backgrounds, and those who are not proficient in English.

Providing high-quality education services for youths with disabilities is imperative. The costs associated with school dropout and delinquent careers are staggering for youth whom we have failed, for taxpayers, and for educators. ■

Peter Leone, a professor at the University of Maryland and member of CEC Chapter #246, has served as a monitor and evaluator of educational programs in juvenile corrections and has worked with the Civil Rights Division of the U.S. Department of Justice.

Research, *from page 9*

and president of CEC-DR. For example, placing written words around the room so that students can refer to them later or when performing a writing exercise seems to accelerate performance. A second strategy was to have specific times when students worked primarily on language acquisition. At those times, the teacher lowered the cognitive demands of the subject matter, speaking in the students' new language during review, reading an easier story, or relating subject matter to the student's lives. Teachers also encouraged students to play with the language, incorporating new words, using full sentences, and speaking in the more formal academic language of the schools. Conversely, when students were working on new subject concepts, teachers accepted answers regardless of whether the student's English was grammatically correct, and rarely did the teacher correct the student's grammar.

Another strategy that helps students learn English is for teachers to remind the students of what they know in their native language, said Gersten. For instance, if students say they cannot do something, the teacher could ask how they would do it in their native language.

- **A Meta-Analysis Study of Learning Disabilities versus "Garden Variety" Underachievement**—A very preliminary analysis shows that "garden variety" underachievers perform better on reading performance than students with learning disabilities by about a half a standard deviation, said Doug Fuchs, professor at Vanderbilt University and member of CEC Chapter #185. These results support the belief that there are, in fact, differences between these two groups of students. However, he cautions that further analysis needs to be done to become clearer about what causes the differences. ■

Quiz, *from page 13*

capped" children in the United States a free, appropriate public education. The name of the Act was:

a. The Individuals with Disabilities Education Act
b. The Education of the Handicapped Act
c. The Education for All Handicapped Children Act
d. The Civil Rights for the Handicapped Act

Answers

1. d P.L. 19-8, enacted on 1/29/1827, provided for the selling of land in the territory of Florida to finance the building of the Deaf and Dumb Asylum of Kentucky.
2. b Thomas Hopkins Gallaudet (the school is now the American School for the Deaf)
3. c France
4. b Ronald McDonald (the school lasted only 5 years)
5. c Blind (the school is now the Perkins Institute)
6. a Edouard Sequin
7. c Horace Mann
8. c J. E. Wallace Wallin
9. a Elizabeth Farrell
10. d Samuel Kirk
11. b *Mills v. Board of Education of the District of Columbia*
12. a Elise Martens
13. a Abraham Lincoln
14. b St. Louis
15. c The Education for All Handicapped Children Act

Scoring *(by number incorrect)*

0 to -3 You are obviously well versed in special education history. You might consider teaching a class on the subject.

-4 to -7 Not bad. You may need to brush up a little, but you can handle most questions that come your way concerning the history of our field.

-8 to -11 You're a little shaky on this subject. It might be time to brush off those old textbooks or take a second look at *TEC*'s special education history timeline in the *TEC* anniversary issue.

-12 to -15 Maybe you missed *TEC*'s anniversary issue. Find your copy or order one from CEC so you can keep up with your colleagues on special education history. ■

Steps to Surfing, *from page 10*

little hand. This text is known as a "link," because if you click on it you will be taken to another Web page. Click on "Continue."

6. Images can be "links" as well. An image is a link if your pointer turns into a hand when you point at it on the screen. The CEC home page you are now on is an image with lots of different areas to click. Point to the area of the image that lists information you are interested in. Now click again!

7. Now you are on a different Web page. If you wish to go back to the CEC home page, you can point and click on the "Back" button in your browser (top of page). When you click on "Back," you will be taken to the previous page you viewed (you can do this many times, and you will keep going to each page you viewed since you opened the browser). Click the "Back" button.

8. You can also move to different pages using the "Forward" button at the top of the browser. This will take you forward to the page you were just viewing.

9. It is very important for Web surfers to be able to return to their favorite Web sites without having to remember all of those crazy Web addresses. Browsers make this easy to do. When you are viewing a page that you may wish to return to in the future, do the following:

Find the word "Bookmarks" or "Favorites" at the top of the screen and click on it, keep pressing on the mouse button, and pull the mouse toward you until the words "Add Bookmark" or "Add to Favorites" are highlighted. Now release the mouse button. When you click and hold your pointer on "Bookmarks" again, the name of the page will be listed. The browser will keep that name on the list. To return to that page, click and hold your pointer on "Bookmarks" or "Favorites," and pull the mouse toward you until the name of the Web page you want is highlighted, then release the mouse button. You have now selected that Web page location, and the browser will take you to that Web page.

10. These are the basic ways to begin surfing the Web. Of course, there are other things a browser can do, and there are lots of ways to search for information (see page 10), but congratulations! You are now surfing the Web!!

CALENDAR OF CEC *events*

september

September 25-26, 1997
Alberta CEC Federation Conference, "Challenging Exceptional Children." Black Knight Inn, Red Deer, AB. Contact: Aka Papish, 403/249-8793; or Phyllis Kalmanovitch, 403/286-4955.

September 25-26, 1997
Utah CEC Federation Conference, "Life is a Patchwork of Learning." Provo Park Hotel, Provo, UT. Contact: Deb Andrews 801/538-7566

october

October 2-3, 1997
Idaho Federation Conference, "Imagine the Possibilities." Sun Valley, Idaho Contact: Deb Hedeen, 208/236-4143

October 2-4, 1997
CCBD International Conference, "Creating Positive School Communities for the 21st Century: Strategies for Keeping Kids with Problem Behaviors in School." Harvey DFW Airport Hotel, Dallas (Irving), TX Contact: Lyndal Bullock, 817/565-3583

October 16-17, 1997
Kansas Federation Conference, "One Child at a Time." Harvey Hotel, Wichita, KS. Contact: Susan Bowles, 913/625-3257

October 16-18, 1997
DCDT International Conference, "Creating Amazing Transitions." Doubletree Paradise Valley Resort, Scottsdale, AZ Contact: Ann Marie Cook, 703/698-6091

October 17, 1997
MNCCBD/MEED Conference, "Students with EBD: Challenging More Than Just the Schools." University of St. Thomas, St. Paul, MN. Contact: Carol Davis, 612/624-5547.

October 17-19, 1997
Florida Federation Conference, "Celebrating Creative Connections." Adams Mark Hotel at the Florida Mall, Orlando, FL. Contact: Lee Sherry, 813/553-3184.

October 30-31, 1997
Wisconsin CEC Federation Conference. "Celebrating 75 Years of Service to Children with Exceptional Needs." Pfister Hotel, Milwaukee, WI. Contact: 414/546-3000.

October 30-November 1, 1997
Canadian Tri-Conference involving CCEC, Saskatchewan CEC Federation, Saskatchewan CEC Subdivision, "Reclaim the Spirit: Empowerment in Teaching, Learning, and Parenting." Ramada Plaza, Regina, Saskatchewan. Contact: Bill Gowling, 613/747-9226

november

November 6-7, 1997
Pennsylvania Federation 38th Annual Convention, "New IDEA(s) in Special Education." Hershey-Harrisburg Holiday Inn in Grantville. Contact: David Bateman, 717/532-1460.

November 6-7, 1997
Arkansas Federation Conference. Hot Springs Convention Center. Contact: Jon Rainbold, 501/362-3404

November 6-7, 1997
West Virginia CEC Federation, "Reaching for the Stars." Holiday Inn, Parkersburg, WV. Contact: Jim Smiley, 304/367-1431.

November 6-8, 1997
New York State Federation Conference, "Celebrating the Challenge of Diversity in Special Education." Hotel Pennsylvania, New York City. Contact: Marsha Lupi, Department of Special Education, 913 Hunter College, 695 Park Avenue, New York, NY 10021.

November 6-8, 1997
Illinois Federation 1997 Fall Convention. Arlington Park Hilton, Arlington Heights, IL. Contact: Robert Abbott, 847/578-0949

November 12-16, 1997
20th Annual TED Conference, Savannah, GA. Contact: Diana Hammitte, 912/681-5301

November 12-15, 1997
CEDS 4th Topical Conference: Assessment—The Key for Successful Intervention." Arlington Park Hilton, Chicago, IL. Contact: Carol Swift, 810/370-3067

November 13-15, 1997
Ohio Federation Conference, "Forming Family Alliances." Columbus Marriott North, Columbus, OH. Contact: Dave Watkins 330/848-1149

November 20-23, 1997
1997 Annual International DEC Conference, "Crossing Boundaries: Linking Practice and Research." Hyatt Regency New Orleans, LA. Contact: 410/269-6801

THE COUNCIL FOR EXCEPTIONAL CHILDREN
1920 Association Drive
Reston, VA 20191-1589

NONPROFIT
ORGANIZATION
U.S. POSTAGE
PAID
RICHMOND, VA
PERMIT NO. 930

CEC today

EXCLUSIVELY FOR MEMBERS OF THE COUNCIL FOR EXCEPTIONAL CHILDREN

VOL. 4 NO. 3
SEPTEMBER 1997

Effective Accommodations for Students with Exceptionalities

Shortening the assignment. Extending the time allowed for tests and exams. Lowering grading standards. These are the most commonly used accommodations for students with disabilities. But they may not be effective accommodations for your students, and in some cases, they may actually impede a student's academic progress.

Providing appropriate accommodations for students with disabilities entails much more than finding a list of suggested adaptations for various subjects. It requires the same type of advance planning, assessment of student ability and skill, and consideration of resources as curriculum planning, as well as the collaboration and input of the general education teacher.

Becoming skilled at providing effective accommodations is essential for special educators. With the movement toward inclusion, special education teachers have already seen more of their time given to providing accommodations. As they implement the new Individuals with Disabilities Education Act (IDEA), they will likely see their role in providing accommodations for students with special needs increase, for the law mandates that students with disabilities be given access to the general education curriculum to the greatest extent possible.

"Although the push toward inclusion hasn't always included the curriculum, general and special education teachers should be more prepared to find ways to adapt the content for student mastery," said Jay McIntire, a public policy specialist at CEC.

Steps to Making Effective Accommodations

Accommodations are most effective when general and special education teachers design them as an integrated part of curriculum, says Alice Udvari-Solner, professor at the University of Wisconsin, Madison. Special educators are extremely limited in their options when a general educator plans the lesson and gives it to the special educator to change or adapt. In such situations, it is difficult to design accommodations that allow students with disabilities to be integral members of the class, she said.

Small group instruction is often an effective accommodation for students with disabilities

Udvari-Solner recommends that teachers look at the design of the lesson before they define what support a student will need. In this process, teachers should (1) get to know their students and how they learn, (2) determine what they will teach—what they want the students to learn and be able to do, and (3) how they will teach it.

Continues on page 9

Working with Paraeducators

In many schools, the role of the special education teacher has been transformed. In addition to their instructional responsibilities, special education teachers are also acting as supervisors of paraeducators. Special education teachers often supervise at least one paraeducator, and some supervise as many as 20. Recent estimates report that between 250,000 and 280,000 paraeducators work in special education alone, and about 500,000 provide some kind of instructional activity or other direct service to students.

As special education teachers assume the role of supervisor, they may need to learn new skills regarding personnel management and the delegation of responsibility. This shift in responsibility may also require special education teachers to change their beliefs and attitudes about their job.

"The special education teacher must give up some of the control but not the responsibility," said Anna Lou Pickett, professor at New York University and member of CEC Chapter #742. "As in any business, the special education teacher must determine what needs to be done and select staff. They must be able

Continues on page 5

inside

Congratulations to CEC's First PRSE Recipients 11
New Developments in ADD/ADHD ... 12
A Better Way to Grade Special Education Students 14

Meet Linda Marsal, CEC's 1997-98 President

Too often, when special education teachers move into administration, their contact with the students ends. That can never be said of Linda Marsal, CEC's 1997-98 President and Director of Exceptional Education for Lee County Schools in Sanford, NC. In addition to attending student events throughout the year, every summer she climbs aboard a bus filled with a group of rambunctious 10- and 11-year-olds for a 7-hour ride to Washington, DC. Over the week-long stay, she makes the rounds of DC's monuments, museums, and cultural sites with her students in tow—and loves every minute of it!

"It's the one thing I do that really keeps me close to the children," said Marsal. "I know I was a good teacher, and if you were ever good at it (teaching), it's real hard to let it go. This takes two to three weeks out of my life, and I love to see the children."

Marsal's introduction to special education began in 1965. One of her students, Rachel, had an IQ of 52 and could barely read and write. When others would have given up, Marsal kept working with her. Rachel passed the test on *Macbeth*, and Marsal was hooked on teaching students with exceptionalities.

"Working with Rachel let me know I could work with children with special needs and do it well," Marsal said.

Marsal's work with Rachel also taught her that she had the will and the drive to make sure students with special needs succeeded.

"It's not my nature to give up on a student," said Marsal. "My nature is such that I'll back up and start again . . . I have a stubborn streak."

That "never give up" attitude has played a major role in Marsal's success as a special educator. In her first position as a special education teacher in 1966, Marsal taught junior high school students who had mental retardation, learning disabilities, and behavioral disorders—all in one class. Though little information was available on how to work with children with special needs, Marsal forged ahead and looked for better ways to help her students. While teaching full time, she went back to school and earned her master's degree in special education, consulted with others in the field, and joined CEC.

Marsal's teaching career has encompassed nearly every aspect of special education. She has taught students from every grade level and with all types of exceptionalities—including students with gifts and talents. In fact, she is the co-founder and director of Kaleidoscope, a summer program for academically gifted 10- and 11-year-olds. She worked with parents, school board members, and colleagues to begin and maintain this locally funded program that just celebrated its 20th anniversary.

In 1974, Marsal moved into administration where she has made significant contributions to special education in Lee County. Among her accomplishments are the development of a data management/IEP program for exceptional children; transition services through a school-to-work program; the development and expansion of preschool services for students with disabilities; and the development of the Floyd L. Knight School, a school for students with disabilities that provides programs on a multicounty level for low-incidence populations.

Despite her focus on administrative work, Marsal never gave up her desire to help teachers. She has earned a reputation as an administrator who works for the teachers and students and gets them the resources and tools they need.

"Linda always has a soft spot in her heart for those on the front line," said Julian Butler, a director of exceptional children services and member of CEC Chapter #924. "She sees what teachers need and doesn't mind going after it."

In addition to resources for the classroom, Marsal is determined that teachers receive the professional development they want and need. And when it isn't available, she makes it available. One example is North Carolina's Summer Institute for Teachers, which Marsal helped found with another school system 65 miles away. More than 300 teachers attend the institute each summer to hear national authorities speak on current issues in special education.

"The institute was born of desperation," Marsal said. "By collaborating, both of us could do more than either county had the money to do alone."

Marsal counts the institute and the Kaleidoscope program among her greatest accomplishments. But, Marsal's accomplishments for children with special needs can be counted every day. Her love for the students and commitment to the teachers can be seen as she whirls from one project to another, always taking the time to talk with the teachers and students, to let them know she is there for them, and, when necessary, to fight for them.

"Linda's school-crazy," said Jim Marsal, her husband of 33 years. "If she didn't have the schools she'd perish . . . She'd rather die than let something go with school stuff."

Marsal's Involvement in CEC

Marsal brings the same drive and commitment to CEC that she does to Lee County. Since joining CEC in 1966, she has served in numerous leadership positions at the state, national, and division level. In addition, in 1988-89, Marsal served on the CEC national task force that wrote the report on "Special Education Certification and Licensure in the United States," which was the forerunner to CEC's development of national standards for entry-level special educators.

She is also the recipient of the Council of Administrators of Special Education's Harrie Selznick Award for distinguished service.

Marsal's Goals for CEC

Marsal has three major goals she would like to accomplish during her term as CEC president. They are:

Continues on page 15

Don't Miss *Research Connections*—CEC's Newest Member Benefit

CEC, with the U.S. Office of Special Education Programs (OSEP) is bringing members a new publication to keep them abreast of the most recent school-based research findings. The new periodical, *Research Connections*, will provide educators with teaching strategies and innovations they can easily transfer to their classrooms and achieve positive results.

Topics addressed in the first two issues include:

- **Strategies to Implement School-Wide Behavioral Management Systems**—New research on School-Wide Behavioral Management Systems gives educators strategies to encourage positive behaviors throughout the entire school by teaching students how to manage their own behavior. Through these systems, schools clearly define and communicate expectations and rules for student behavior as well as the consequences for those students who break the rules. They also include support plans to address the needs of students with chronic behavioral problems.
- **Standards and Large-Scale Assessments**—The second issue of *Research Connections* will focus on helping educators include students with disabilities in standards and large-scale assessments. As new federal regulations mandate that students with disabilities be included in state- and district-wide large-scale assessments, educators must develop techniques to accomplish this goal in ways that are both legal and practical. In addition, research from the respected National Center on Educational Outcomes will give educators information on assessments. And, the National Academy of Sciences report on including students with disabilities and OSEP's new Centers on Accelerating Learning will be highlighted.

In addition to its distribution to CEC members, *Research Connections* will be available on CEC's Web site at http://www.cec.sped.org.

Research Connections is being developed under OSEP funding by the ERIC/OSEP Special Project and the ERIC Clearinghouse on Disabilities and Gifted Education at CEC. CEC is distributing *Research Connections* to members through a generous gift from VALIC, which covers printing and mailing costs.

CEC Professional Insurance

No professional educator should be without professional liability insurance. Such insurance protects educators if their school's or district's policies fail to cover them, if the school claims the teacher was negligent or did something against the directive of the school system, or if the school's insurance company goes bankrupt.

CEC offers its members comprehensive professional liability insurance at a reasonable cost. CEC's Educators Professional Liability Plan offers coverage at $250,000, $500,000, or $1 million. It also provides occurrence liability, which means you are insured at the time an incident that may cause a problem occurs. Therefore, if you leave the school, or even the profession, and are sued years later, the policy will still protect you. CEC's professional liability insurance also picks up attorney fees if you are accused of a criminal offense (e.g., charges of sexual abuse, assault, or corporal punishment).

In addition, the plan insures you against:

- Injuries to students under your supervision.
- Improper placement of students.
- Improper methods employed in instruction, counseling, or research design.
- Hiring unqualified persons.
- Failure to educate.
- Failure to promote students or grant credit.
- Violation of student civil rights.
- Negative consequences in the implementation of the recommendations of research studies.

For more information on CEC's professional liability insurance, call 888-232-7733. ■

inside

SEPTEMBER 1997 VOL. 4 NO. 3

CEC Today is published 10 times a year, Jan/Feb, March, April/May, June, July, Aug., Sept., Oct., Nov. and Dec., by The Council for Exceptional Children, 1920 Association Drive, Reston, VA 20191-1589. Telephone 703/620-3660. TTY 703/264-9446. lyndav@cec.sped.org

CEC Today is not copyrighted. Members are encouraged to copy and disseminate information in this publication.

CEC President: Linda Marsal

Executive Director: Nancy D. Safer

Editor: Lynda C. Voyles

Contributing Editors: Jacki Bootel, Department of Public Policy; Jean Boston, Publications; Jane Burnette, Grants and Contracts; Margie Crutchfield, Professional Standards; Anmarie Kallas, Professional Development; Caroline O'Connell, Communications; Grace Zamora Durán, Membership; Susan Simmons, Membership

Effective Accommodations for Students with Exceptionalities *1*
Working with Paraeducators *1*
Meet Linda Marsal, CEC's 1997-98 President *2*
Member Benefits *3*
Advocacy in Action *4*
Student CEC Spotlight *6*
Diversity *7*
A Disability or a Gift?
Division Focus *8*
Professional Advancement *10*
New Developments in ADD/ADHD *12*
Connect with Your Division or Federation Online! *13*
Speaking Out *14*
A Better Way to Grade Special Education Students
Calendar of Events *16*

Advocacy in Action

CEC Meets with Richard Riley, Secretary of Education

CEC President Linda Marsal, CEC Executive Director Nancy Safer, and CEC's Director of Public Policy Joseph Ballard met with Richard Riley, the Secretary of Education, and Judy Heumann, Assistant Secretary of OSERS, on July 22, 1997. During the meeting, CEC's representatives brought several items of importance to special education and special education teachers to the secretary's attention.

One issue that Marsal stressed was the importance of policymakers having the special education teacher's perspective when they determine how the Individuals with Disabilities Education Act (IDEA) reauthorization should be implemented. She said special education teachers' input was particularly important in areas such as new regulations concerning the Individualized Education Programs (IEPs) and school improvement.

Marsal also addressed the disproportionate number of students from culturally and linguistically diverse backgrounds in special and gifted education. She asked Riley to appoint a blue-ribbon panel to study this situation, as was recommended in the resolution CEC's Delegate Assembly passed at the 1997 convention.

Another issue Secretary Riley and CEC's representatives discussed concerned professional and national standards. Safer explained CEC's new mentoring standards and their importance in promoting quality special education throughout the nation.

Marsal also spoke of the vital role research plays in special education, urging the secretary to support federal funding of special education research, as well as help in the dissemination of research findings to practitioners.

CEC Calls for Simplification of the IEP, Professional and State-Recognized Standards for Special Educators

In comments sent to the Department of Education (ED), CEC recommended that regulations concerning the IEP help to reduce unnecessary paperwork. CEC also recommended that special educators should meet both state and professionally recognized standards for degrees, endorsements, certification, and licensure.

CEC said that it is essential that IEP teams be able to easily indicate that they have considered the educational needs of the child. For example, if an adolescent with a non-degenerative visual impairment could read and drive, a simple functional assessment or even anecdotal data about his or her functioning would suffice to indicate that Braille education was unnecessary. This should not need additional paperwork or formal assessments.

CEC also urged ED not to regulate the meaning and implications of "access to the general curriculum" or "benchmarks," information that must be included in the IEP under the IDEA reauthorization. Instead, ED should provide guidelines and technical assistance. CEC is already working with the professional community to develop parameters, implications, and recommended approaches in these two domains.

Other CEC recommendations include:

- Amend language ensuring that parents of children with disabilities should be members of any group determining the educational placement of their children. CEC recommends that the language say parents *must be given the opportunity* to be a member of any such group. If the parents choose not to participate, the school district should be permitted to proceed.
- New language indicating that each authorized activity, such as research and development, professional preparation, and technology, will be given adequate funding to carry out its functions.
- A clear statement indicating that federal law does not create an individual entitlement for children whose parents voluntarily place them in private schools.
- IDEA protections would be extended to children not yet eligible for special education only if the child's teacher or other personnel had expressed concerns about the child's behavior *in writing* to the special education director. Currently, IDEA protections can be extended if such concerns have been expressed verbally. CEC believes this change is necessary as it is impossible for school personnel to know whether or not a person has ever discussed a given student with someone at the school site.

President Clinton Shortchanges Special Education

Despite public vows supporting special education, President Clinton gave children with special needs short shrift in his recent funding recommendations. In his 1998 appropriations, President Clinton proposed only $4,210 million for special education, compared to $4,348 million from the House and $4,956 million from the Senate.

President Clinton's funding recommendations are in stark contrast to statements he made during his 1996 presidential campaign and his signing of the IDEA reauthorization into law.

For example, in his remarks at the reauthorization signing, Clinton proclaimed his support for special education programs: "To the millions of families who are depending upon us to help them prepare their children to take their place in the world, we are saying...we are going to do everything we can to help you succeed in preparing them."

With bipartisan support in Congress, we have a unique opportunity to ensure special education receives the additional funding it needs. Please act now to urge President Clinton to join in the wide support special education funding currently has. Write or call the White House, and tell the president that you want special education to receive the $4,956 million proposed by the Senate.

For a sample letter to the president, please see the CEC Web site: http://www.cec.sped.org or call 703/264-9498. ■

Paraeducators, *from page 1*

to direct, delegate, and assess the quality of performance of the paraeducator."

One of the primary challenges special educators face is determining which duties to assign a paraeducator and which to maintain. Experts agree that special education teachers must perform all professional responsibilities such as diagnosing a child's disability, planning programs to meet the child's identified needs, and developing the child's Individualized Education Program (IEP). They should also determine which adaptations should be made in the classroom, evaluate instructional programs, and assess student performance.

The paraeducators may perform a variety of instructional and noninstructional tasks. They may provide direct instruction to individuals or groups of students following the teacher's guidelines concerning choice of materials and the instructional plan and/or observe and record data. Paraeducators may also perform other duties such as maintaining inventory and ordering supplies.

In addition to defining duties, special education teachers may need to develop a number of other skills to promote a positive working relationship for themselves, the paraeducators, and the students:

- **Develop and maintain an effective communication system between themselves and paraeducators and among paraeducators.** The special educator must ensure the paraeducator knows the goals for each student, which type of behavior management techniques to use for individual students, and why different techniques are used for different children. The special educator must also ensure that he or she is regularly informed of information that conveys the progress of each child.

One teacher who supervises 11 paraeducators devised a system using clipboards to help with communication. Every paraeducator is armed with a clipboard on which he or she has notes, the goals and objectives, and the kinds of adaptations to use with the children he or she works with. With this information, the paraeducator can make on-the spot decisions about which adaptations to use. On the same clipboard, the paraeducator has a reporting sheet on which he or she records the skills worked on that day and to what degree the child has mastered those skills.

Special ecucators should also establish regular meetings with paraeducators. These meetings can be used to set goals for students, plot instructional strategies, solve problems, or deal with any conflicts between staff.

- **Be a good delegator.** The special educator must decide which tasks or partial tasks to delegate. If the teacher supervises more than one paraeducator, he or she must determine who is best for a particular task.
- **Provide on-the-job coaching.** Some say this is the most important aspect of working with paraeducators, as they often receive little or no preservice training. For on-the-job coaching to be most effective, the special education teacher should evaluate the needs of their students, their program design, the skills of the paraeducator, and the skills the paraeducator needs to have. Special educators may find that they can easily increase a paraeducator's effectiveness by teaching him or her instructional strategies such as how to use questions to elicit information from a child or how to prompt a child. On-the-job coaching also provides an additional benefit in that the educator can feel more confident about the quality of the paraeducator's work, and the paraeducator can be effective in more situations.
- **Be a good evaluator.** As a supervisor, teachers will evaluate paraeducators, either informally or formally. To ensure the evaluations are fair, teachers should observe the paraeducator frequently, according to Nancy French, professor at the University of Colorado, Denver. The teacher's feedback should be specific and honest and include information about what the paraeducator does well, as well as areas that need improvement. Finally, teachers need to be consistent in their expectations and evaluations, particularly in places where more than one paraeducator is on the team.

Advantages of Working with Paraeducators

While turning over some of their direct instruction time to paraeducators changes the role of the special education teacher, working with these individuals offers many advantages. For instance, using a paraeducator gives special educators more time to plan for their students and perform assessments, as well as consult with colleagues. Paraeducators who are skilled at observation can be an invaluable asset, providing accurate information about whether or not a program is working over a period of months or of changes the teacher may not be aware of. Having a paraeducator in the classroom also gives the special education teacher time to observe what is going on in the class and determine where modifications need to be made. And, last but not least, having another adult in a class makes it possible to provide more students with the 5-10 minutes of personalized attention so many of our students need. ■

Improper Use of Paraeducators Detrimental to Students with Disabilities

Improper use of paraeducators can negatively affect the instruction, educational advancement, and social development of students with disabilities, according to a study reported in the Fall 1997 *EC*. Researchers identified eight areas in which unnecessary proximity of instructional aides to students with special needs can impede progress. They are:

- The availability of paraeducators can allow professional staff to avoid assuming responsibility and ownership for the education of students with disabilities placed in general education classrooms.
- Paraeducators often separate students with disabilities from the class group.
- Paraeducators in close proximity to students with disabilities may foster dependence on adults.
- Prolonged close proximity of paraeducators to students with disabilities can adversely affect peer involvement.
- Paraeducators often do not have the training or instructional knowledge and skill to provide adequate academic instruction to students with disabilities.
- Students who have difficulty communicating may lose personal control when working with paraeducators regularly.
- The student's gender may become secondary to the gender of the paraeducator, e.g., for bathroom use.
- Paraeducator behaviors may interfere with the instruction of other students.

Rise to the Member Recruitment and Retention Challenge

BY ADAM MARONEY

The beginning of the new school year brings many new students, potential Student CEC members, to your university. Now is the time to attract these new students to CEC. However, you must not forget those members who have already joined. How do we attract new members and keep the ones we presently have? Following are some suggestions to meet this dual challenge.

How Do You Get Students to Join?

One of the best groups of potential members is first-year students. When these students come to school, it will be the first time for many of them to be away from home for an extended period. These students want to be a part of the college or university and become involved. By encouraging them to be a member of Student CEC, they will feel more comfortable at the college or university.

To contact potential Student CEC members, obtain a list of all the education majors at your school. Send a personal invitation to these students to attend your first meeting. Try adding a hand-written note to each of the invitations. Making the invitations as personal as possible will increase attention.

Make the first meeting more of a social informational meeting rather than a formal meeting. At this meeting you will want to explain the benefits of Student CEC and let the students know how much fun it is. Have current members share why they joined and what they have received from their membership.

Another way to attract students to Student CEC is to go into each and every education class and do a brief presentation on Student CEC. Include information about the time and place of the first meeting. This method works! By going to the classes, personal contact is achieved and any questions can be answered. True, a professor could announce the meeting, but the personal touch is lost. Making that personal contact and really selling Student CEC is what is going to attract members. Don't forget about the general education classes either. Most universities don't require general education students to take many special education classes. Remind these future teachers that students with disabilities will be in their classroom and it will be in their best interest to know how to reach these kids.

While giving your presentation, keep the following selling points in mind:

- Being a member of a professional organization such as CEC gives you a competitive edge in the job market.
- The best educators are a part of CEC. If you want to be one of the best educators, join CEC.
- The information you gain from CEC is an invaluable source for supplementing your education.
- Every profession has a professional organization. This is our organization—be a part of the best organization of special educators.
- Student CEC is an excellent way of putting the skills you learn in the classroom into practice.

When recruiting new members, use the Member-Get-A-Member (MGM) campaign. Each current member or unit that recruits a new member or renews a lapsed membership will earn one half point per new student member. This campaign lasts until November 14, 1997, when points will be tallied and coupons distributed for prizes. Prizes include free 1998 convention registration, $10 off CEC membership, or a free copy of *Back Off, Cool Down, Try Again*. For more information on the MGM campaign, call 888/232-7733.

How to Keep Members Interested

Now that new members have been attracted, the question of how to maintain their interest is raised. The key is to give the members what they want. At the beginning of the year, poll your members to find out what they hope to gain from Student CEC. When planning the year, keep these responses in mind. If a high request for direct contact with children is found, then structure activities around working with children. If a more information based organization is requested, provide members with speakers and panel discussions.

Another way to keep members involved is to create a personal interest in the organization. For example, let your members know about the 1998 annual convention in Minneapolis. Plan various fundraising activities throughout the year so the chapter or association can travel as a group to the convention. This will give members a goal to look forward to, and they may stay involved in order to reap the success of their hard work.

Another way to keep members involved is to give them a stake in the organization. Instead of the Executive Committee doing all the work and making all the decisions, delegate some of the authority. This will make them feel more personally connected to the organization.

Some activities the chapter or association can do include:

- Take part in America's Reading Challenge and read with children in the community.
- Organize an Exceptional Children's Week.
- Set up a volunteer program in the local schools.
- Organize campus wide panel discussions.
- Volunteer at Special Olympics.

Good luck recruiting new members and keeping interest high. If you have any questions or would like more ideas on membership recruitment and retention, contact the Student CEC Executive Committee members or call 888/232-7733. ■

Adam Maroney is a graduate student at the University of Maine. He is the Vice President of Communications for Student CEC.

A Disability or a Gift?

Imagine a world in which a 52-year-old woman with severe kyphosis (hunchback) had never been referred to as disabled. Instead, she was known in her community as the best breadmaker. Her kyphosis, if anything, was thought of as a gift, for it made her the right height to work the ovens. As a result, she was the fastest breadmaker in the village, and she was revered for her skill.

Sound like a fairy tale that could never come true in real life? The woman's name is Effie, and she is a member of the Navajo tribe in Arizona.

In fact, many indigenous peoples throughout the world have a very different perception of disability than those of Anglo-American descent. In some cultures, there is no word for—and no concept of—disability. Rather, each being is thought to be created perfectly, according to Carol Locust, professor at the University of Arizona. Therefore, individuals with "disabilities" are accepted as they are, they have their place in the community, and family or community members see no need to "fix" them.

The "disability" may even be thought to be a special gift. As with Effie, a "disability" may be a gift because it helps an individual develop other talents. In the same way, a loss of vision can mean a person develops an acute sense of hearing. Likewise, an individual who has a learning disability could conceive the Theory of Relativity (as Einstein did), or an individual who is unskilled at sports may become a talented artist.

Other cultures believe the spirit, which guides the body and its experiences in the world, comes here for certain purposes, says Elba Reyes, professor at the University of Arizona and member of CEC Chapter #195. The spirit may need to experience the disability for its own enlightenment. Thus, the disability is a gift that allows the spirit to learn a particular lesson.

In some cultures, those who are disabled are thought to be touched by God, according to Nahed Chapman, parent/community coordinator in St. Louis, MO. Closely related are those cultures that believe a disability is someone's fate, which is determined by God.

In such cultures, no stigma or shame is attached to an individual with a disability. A person with special needs is seen as an integral part of the community who has his or her own talents to contribute. Because of this total acceptance, there is no need to try to improve the individual.

Honoring Different Cultural Beliefs

It can be a challenge for educators to honor traditional beliefs and also provide educational services that will help a child with special needs overcome or deal with his or her disabilities. Some suggestions for accomplishing these goals are:

- Avoid words that have a negative implication such as deficit or disability. When educators talk with traditional parents, they could ask the parent to tell them about their special child, thus inviting parents to share their perceptions of the child. Then the teacher could explain that we are trying to help expand the child's abilities, rather than trying to make him or her "better."
- Educators should learn what the parents want for their child. One way to open the discussion is for the educator to explain what the child is doing in the classroom, as well as what the educator wants the child to be able to do. In this way, the teacher can find out if these things are important for the family and what the family perceives as a problem, said Locust. Often, teachers and parents want the same things for the child, she said. Then the teacher can explain that the child could do better if he or she had a special teacher to show him how to do a particular task.
- The teacher should learn about the child's likes and abilities. In this way, educators can capitalize on the child's strengths and help him or her acquire additional talents and skills.
- Incorporate traditional beliefs and ceremonies into the child's IEP. For example, participation in a healing ceremony could be written into the IEP. ■

Ontario CEC Develops a Position Paper on Professional Standards and Competencies for Educational Assistants

The Ontario CEC recently released a position paper on Professional Standards and Competencies for Educational Assistants. Following is a summary of its recommendations:

- All jurisdictions should develop a hiring policy that reflects the need for educational assistants to have relevant postsecondary, preservice education from an accredited college or university.
- Years of experience in related fields should be identified and credited within hiring practices.
- School boards should be required to develop clearly defined criteria and procedures based on relevant qualifications and experience for the deployment of educational assistants.
- The Ministry of Education and Training should provide leadership in establishing requirements for educational assistants in the Education Act.
- All school boards should develop clear, written role descriptions for educational assistants that recognize their function as professional members of the school team.
- All school boards should provide guidelines for the development of specific job descriptions for the educational assistant position.
- Postsecondary institutions should develop comparable programs and curricula based on a standard core of knowledge, skills, and competencies that prepare educational assistants to meet the diverse needs of students with special needs. These programs must include a relevant range of content.
- All school boards should provide regular inservice opportunities for educational assistants throughout the year.

For a complete copy of the position paper, contact Ken Mackenzie at 416/481-3204

Division Focus

CASE

The Council of Administrators of Special Education

CASE members should have received their registration forms for the CASE International Conference on Public Policy in Special Education. This will be an important professional development opportunity to become conversant with the new IDEA provisions. If any members have not received their form or if nonmembers are interested in attending, please call the CASE office at 505/243-7622.

CASE is pleased to announce an updated publication will be available this month. The *Resource Guide: Addressing Students with Disabilities Who May Exhibit Violent, Aggressive, and/or Dangerous Behaviors* is now available in an updated edition to help educators meet the new IDEA requirements. The new title is *Safe Schools/Safe Students: Guidelines for Implementing Discipline Procedures Under the 1997 Amendments to IDEA*. CASE members will receive a special order form in their CASE newsletter. Others who are interested may order through the CEC catalog or contact the CASE office, 505/243-7622.

Members are urged to watch for the new CASE catalog, which will be mailed later this fall. There will be a number of new offerings of special interest to administrators.

CCBD

The Council for Children with Behavioral Disorders

The new CCBD mini-library on Emotional/Behavioral Disorders will be released at the International Conference on Children and Youth with Behavioral Disorders on October 2-4, 1997, in Dallas, TX. CCBD's publications have been very popular, and this new one will be a compilation of several of the strand topics discussed at the conference. Publications Chair Bob Gable, together with Professional Development Chair Lyndal Bullock, are responsible for this and many other "best sellers." The special conference price for the complete library will be $50.40. The library will be available through CEC publications.

CCBD completed two institutes in Portland and Louisville in July on "Turning Kids on to Learning and Keeping Them in School." Sylvia Rockwell presented the elementary 2-day workshop, and Ann Fitzsimons Lovett presented the secondary workshop.

President Bev Johns, President Elect Doug Cheney, and Advocacy and Governmental Relations Chair Eleanor Guetzloe represented CCBD in Washington at CEC's Leadership Training. Guetzloe represented CCBD at the CAN meeting.

CCBD has sent a preliminary response to the U.S. Department of Education concerning key issues relating to the development of regulations for the new IDEA.

Doug Cheney, CCBD Program Chair for the Minneapolis convention, has many excellent sessions planned for the conference. The CCBD showcase session will highlight the discipline provisions of IDEA.

CCBD hopes to see many members at the conferences in Dallas and Minneapolis and encourages active involvement from all members.

CEC-DR

The Division for Research

CEC-DR Past President John Lloyd and President Russell Gersten have been spearheading a work group to produce a document entitled *Designing Strong Research in Special Education: Group Experimental Design*. When completed, this document will be disseminated through CEC. Over the past 3 years, the work group has solicited input from over 50 active special education researchers at the annual OSEP Research Project Directors Meeting and the annual CEC conference. The work group spent a very intense, productive hour-and-a-half on this topic July 17 in Washington, DC.

The goal of the project has shifted somewhat over the course of the 3 years. Initially, the intent was to develop a set of standards for intervention research in special education. However, during initial discussions, the work group determined that there is a paucity of intervention research in special education using group design, so the document should also actively encourage researchers to conduct high-quality intervention research and present guidelines and tips for how to go about it.

Major contributors to the project include journal editors such as Martha Thurlow of *Exceptional Children*, Lynn Fuchs, co-editor of *Journal of Special Education*, Sharon Vaughn, co-editor of *Learning Disabilities Research and Practice*, Joanna Williams of *Journal for the Scientific Study of Reading*, and Susan Osborne, former editor of *Exceptionality*.

DLD

The Division for Learning Disabilities

DLD's officers represented the division at several important CEC meetings. DLD President Elect Dan Hallahan and Deborah Ramer attended the CEC Program Advisory Committee. They and their committee have completed the major aspects of the planning for the learning disabilities sections to be presented at the CEC annual convention in Minneapolis, MN, on April 15-18, 1998.

Don Deshler, President; Hallahan; Jean Schumaker, Vice President; and Hal McGrady, Executive Director, represented DLD at the CEC Leadership Institute in July. McGrady and Beverley Johns, the DLD Children's Advocacy Network representative also attended the annual CAN meeting. The CEC governmental relations staff and representatives of various agencies reported the latest information regarding the recent IDEA reauthorization. DLD former president Candace Bos had a prominent role in that meeting. Each attendee visited the offices of various members of Congress and OSERS staff.

The Office of Special Education and Rehabilitative Services is currently formulating regulations for the IDEA reauthorization. DLD officers have submitted an initial response to the federal regulatory process. That and subsequent responses will be published in DLD publications as input is obtained from the DLD membership.

DLD members are also urged to respond individually to CEC's calls for input into the regulatory process at the Department of Education. In addition, it is imperative that DLD members become involved in the processes for revisions of statutes and regulations in their separate states and localities to ensure compliance that will provide appropriate services for children with learning disabilities in a manner that minimizes the paperwork burden on teachers and other service providers. The DLD leadership implores its members to get involved in this process.

……

Accommodations, *from page 1*

At step three, the teachers should ask themselves, "If we teach this subject this way, will Johnny be able to participate and learn this concept?" Udvari-Solner said. If the answer is yes, the teachers should go ahead. If the answer is no, the teachers need to think about alternative forms of adaptation. For example, the teachers may change an independent research project into an alternative arrangement such as a group investigation in which a student with disabilities is responsible for securing all the visuals.

Another benefit of this process is that teachers seldom focus only on the student with a disability, said Udvari-Solner. They will ask themselves if others in the class would profit from adaptations to the lesson's original design.

Factors to Consider in Making Accommodations

As stated above, one of the first things educators must consider is why they are making an accommodation and what their educational objectives are. If educators fail to take this initial step, it is easy to give a student an accommodation that fails to meet his or her needs. For instance, a student with a learning disability may be given extra time to take a test when his or her problem is in reading the test or poor test-taking skills. In this case, extra time provides little or no support.

In addition to academic considerations, the special education teacher should assess the student's social skills when selecting accommodations. Often the special educator may need to teach students the skills for cooperative learning or peer teaching before that type of accommodation can work effectively.

Educators should also give the students some say in the accommodations they will be using. By getting to know the student's wishes, we increase the likelihood that students will use the adaptation and thus increase its effectiveness. Students can also give us feedback on which accommodations are helpful and which are not. Tom Lovitt, professor at the University of Washington and member of CEC Chapter #389, also recommends respecting a student's aspirations. If a student wants to pursue a particular career, we should design a curriculum that supports that desire, he says.

Finally, the special educator must consider how "acceptable" an accommodation is, says Jim Patton, professor at the University of Texas and member of CEC Chapter #101. Many accommodations work very well, but teachers do not have the time or the money to implement them, he explained.

"There are many good suggestions that are not possible," Patton said. "The key to accommodations is 'can I do it in a reasonable amount of time with a reasonable amount of effort.'"

Forms of Accommodations

The forms of accommodations fall into four key categories, according to Udvari-Solner. They are:

- Changing the instructional grouping or arrangement—Instructional arrangements range from large group instruction to cooperative learning groups or peer partners to individual instruction to independent seat work. Since students with disabilities often have difficulty learning in large groups or performing independent seat work, some type of small group or individual instruction can be an effective accommodation. If large group instruction must be used, Udvari-Solner recommends breaking the instruction up with an activity that allows all students to participate and move around.
- Changing the lesson format—Lesson formats encompass traditional lecture/demonstration/practice, whole class discussion, games and simulations, and experiential learning. Often, students with disabilities make more progress in experiential learning environments or others that allow them to be active participants rather than passive learners.
- Changing the goals—As educators assess student skill levels, they may redefine their goals for some students. They may teach the same content to students with disabilities but make it less complex or change the sequence of the lesson. Another accommodation might involve altering the pace of the lesson, providing a variety of activities for a child to work on for shorter periods of time rather than one long assignment. Or, in some cases, a teacher might work with a student in the same subject area but focus on functional or community-based applications.
- Changing the educator's teaching style—A teacher may determine that he or she needs to alter his or her teaching style to accommodate some students. For example, the educator may need to give more prompts or cues, provide verbal and written instructions, or use more physical guidance for students with disabilities. Another accommodation may involve instituting behavior management practices.

Sometimes it is also helpful for teachers to collect data on their classroom practices. They may find that they are not as interactive with students with disabilities, and if they increase their interactions they can troubleshoot students getting off-task or becoming inattentive, said Udvari-Solner.

Evaluate Accommodations

Teachers should always evaluate the accommodations they are using with students soon after implementation to make sure they are effective. Factors to be considered include:

- Does the accommodation increase the student's interactions with his or her classmates?
- Does it improve the student's ability to be an active initiator with the lesson?
- Does it build skills over time?
- Does it connect the curriculum and make it relevant to the student's current or future life?
- Does it reduce the abstraction of the material or, depending on the student, increase its complexity?
- Does it match the educator's teaching style to the student's learning style?

Continues on page 15

Tips for a Great Year

- Call your students' parents and introduce yourself. Ask if there's anything they'd like to tell you about their child, and let them know you're available to talk with them.
- Make time to do something you love at least twice a week.
- Go to your local CEC meetings. You'll meet really neat people who share your interests and you can turn to for advice when you need it, as well as learn about advances in special education and CEC activities.
- Mentor a new teacher. You'll see things through fresh eyes while helping someone else perfect their skills. If you're a new teacher, find an experienced teacher you admire and ask them to help guide you.
- Before you go to sleep, remind yourself of all the things you accomplished that day.
- Become familiar with the IDEA reauthorization and how to implement it.
- Join a committee in your school or district. You will gain more visibility, and you can effect change in areas you are interested in.
- Spend time before the year begins with your collaborating teacher to learn each other's priorities, views on discipline, grading, classroom routines, and teacher expectations. Schedule regular times to meet and assess how things are going.
- With your department, invite your administrator to coffee or lunch to get (re)acquainted.
- Find a good friend you can "vent" to (and vice versa) when things become too much.
- Bring in flavored coffee for the department coffee machine.
- Host a special education "get to know you" event at your school.
- Don't try to do it all alone. Call on fellow teachers, related services providers, paraeducators, and administrators for help when you need it (and we all need help some time!)
- Try new teaching strategies and resources.
- Praise your students often.
- At department meetings, take the time to discuss the successes you and your colleagues are having.
- Schedule time with others teaching the same content to share successful lesson plans and ideas.
- Plan regular outings with your support group for fun and relaxation.
- Read *CEC Today*.

CEC's Fall Catalog Designed to Help Implement IDEA and Support Reform

To help support you as you begin to implement the new IDEA, CEC's Fall Catalog is organized around topics that are highlighted in the law. Not only are relevant products listed, but training that supports required skills is also emphasized.

Seventeen new products have been added to this year's catalog to help you do your job more effectively. These new resources support:

- Discipline and safe schools.
- Supervising paraeducators.
- Adapting curriculum.
- Teaching young children who are gifted.
- Making collaboration work with families and communities.
- Evaluating and teaching self-determination.
- Reducing disproportionate representation of students who are culturally and linguistically diverse.
- Early interventions for antisocial behavior.
- Creating a unified education system.
- Writing technology into the IEP.
- Federal outlook for 1998.
- Update on programs for special education teacher preparation.
- A guide to getting grants.

In all, the catalog lists 125 titles, with more than 25 developed by CEC's Divisions.

Professional Development

For your convenience, a calendar of continuing education activities is also included. Each month you will find important training activities scheduled. Formats include convention workshops and conferences, as well as electronic study groups and teleconferences, which allow you to upgrade your professional skills without leaving your home or community. Topics include IDEA reauthorization, adapting curriculum, performance assessment, inclusive schools, ADD/ADHD, discipline, life skills/transition, homework, self-determination, and multicultural issues.

Keep your CEC catalog as a resource throughout the year. Because we use the input of our professional members to help in the selection of products that are listed, we save you time and effort while ensuring quality and best value for you. If you need extra copies of the catalog, call 888/CEC-SPED. ■

TAKE IT FOR *granted*

Special Education and Intervention Services Training: To support the training of special education and early intervention personnel. Deadline: October 1, 1997. Eligibility: State and local education agencies, higher education institutions, and nonprofit agencies. Contact: Grants and Contracts Services Team, Education Department, 202/260-9182.

Field-Initiated Research: To improve services for children with disabilities. Deadline: October 1, 1997. Eligibility: State and local education agencies, higher education institutions, and other public agencies. Contact: Grants and Contracts Services Team, Education Department, 202/260-9182.

Special Education Initial Career Awards: For research projects by individuals in the early phases of their careers to improve services for children with disabilities. Deadline: October 1, 1997. Eligibility: State and local education agencies, higher education institutions, and other nonprofit groups. Contact: Grants and Contracts Services Team, Education Department, 202/260-9182.

Personnel Training Grants: To train personnel to improve services to children with disabilities. Deadline: September 26, 1997. Eligibility: Higher education institutions and nonprofit organizations. Contact: Grants and Contracts Services Team, Education Department, 202/260-9182.

Congratulations to CEC's First PRSE Recipients

CEC would like to congratulate its first Professionally Recognized Special Educator recipients. CEC developed the PRSE program to give special education professionals the opportunity to demonstrate that they meet professional standards for practice in the field and to be recognized for that accomplishment.

For our first PRSE recipients, the program appears to have met that goal and more! The first PRSE recipients say the PRSE provides a means to help special educators be perceived as professionals by the public, parents, and other educators. They also value the PRSE because it helps identify those special educators who are committed to continuing their professional development and improving their professional performance. And, the PRSE gives special educators who meet CEC's standards for professional practice a well-deserved pat on the back. It says, "You've done a good job," to those individuals who have the experience, knowledge, and skills to bring the best educational practices to their students, according to Sharon Gonder, a past CEC Teacher of the Year and PRSE recipient in special education teaching and educational diagnosis.

One of the major reasons special educators value the PRSE is that it helps give special educators credibility. The PRSE proves they have met standards that go beyond undergraduate and graduate requirements.

"It helps parents and colleagues to have trust in what we are saying if they know we are professionals and can prove it," Gonder said. "In special education, we need special training. If we can't prove we are a cut above, how can we prove to parents that what we say is backed up by professional training and experience? And it's not just the parents, it's also the regular educators who depend on you as a resource."

Gonder further says the PRSE can help distinguish between good teachers and mediocre or bad teachers. Just as a doctor's certificates show the additional training and skill he or she has, the PRSE shows others that special educators have acquired specialized knowledge and skills in their area of expertise.

The PRSE can also invite discussion about special education with other teachers or parents, according to Peter Kravitz, PRSE special education teaching recipient and a special education teacher from Amherst, MA.

"The PRSE might just be a discussion starter about what it is or why I am involved in it," he said. "It could be good to use as an opening to talk about new things CEC comes up with or new things for students with special needs."

Special education administrators see the PRSE aiding in providing quality instruction. It can assist special education administrators in hiring decisions, as well as help ensure special education administrators are qualified to fill their positions. Special education administrators try to hire people who have met certain professional standards and have specific credentials, according to Pat Guthrie, assistant superintendent for student services in Bowling Green, KY, and PRSE recipient in special education administration. The PRSE gives administrators a head start on identifying those individuals who qualify.

CEC is proud of its development of the PRSE program and the individuals who have earned this recognition. The program not only helps special educators to be seen as professionals, it also paves the way for standards in special education throughout the world.

"We owe it to ourselves and the people we are working with and for (the students) to promote ourselves as professionals who have been recognized through some kind of system," said Guthrie. "The PRSE is another validation of our professionalism, experience, training, and caring."

Since CEC announced the PRSE program in July 1997, we have received more than 1,000 inquiries about the program. PRSEs are currently available in special education teaching, special education administration, and educational diagnostician. For more information and an application booklet, call 888/232-7733 or WWW, http://www.cec.sped.org/ps-menu.htm.

PRSE Recipients

Special Education Teaching

Frances Dibble, PRSE
Oakland, CA

Rosalie A. Dibert, PRSE
Canonsburg, PA

Sharon Hagan Gonder, PRSE
Jefferson City, MO

Peter Kravitz, PRSE
Amherst, MA

Linda Mae Levine, PRSE
Tucson, AZ

Edward Lee Vargas, PRSE
Santa Fe, NM

Special Education Administration

John DeWitt, PRSE
Pensacola, FL

Patricia M. Guthrie, PRSE
Bowling Green, KY

Linda Mae Levine, PRSE
Tucson, AZ

Linda S. Marsal, PRSE
Sanford, NC

Edward Lee Vargas, PRSE
Santa Fe, NM

Educational Diagnostician

Merry Jane Bourgeois, PRSE
Baton Rouge, LA

Sharon Hagan Gonder, PRSE
Jefferson City, MO

Edward Lee Vargas, PRSE
Santa Fe, NM

Member-Get-A-Member and Win!

The Member-Get-A-Member (MGM) Campaign is picking up steam and our units are leading the way! Find out how you can reap the benefits of participating in this year's MGM campaign by calling 888/232-7733. Leading units are:

- Valdosta State University Chapter #424 (GA)
- Weber State University
- Chapter #1136 (UT)
- North Carolina CASE (NC)
- London Chapter #81 (ON)

Do You Have a Success Story?

As a special educator, you know students with exceptionalities can succeed. You've often helped them overcome cognitive and physical disabilities to reach their goals. We need to share those stories with the media, the general public, and the government so that they, too, know about the achievements of children with special needs and that special education works!

Who can write a success story?

Teachers, administrators, researchers, parents, and students.

What should be included in a success story?

The stories should include student outcome data and a description of the specific educational practices responsible for student achievement.

How long should the stories be?

The stories can be a few paragraphs to 1-2 pages.

Where can I get a sample of a success story?

Sample success stories are on CEC's Web site: http://www.cec.sped.org

Where do I send my success story?

Send your success story to Special Education Success, CEC, 1920 Association Dr, Reston, VA 20191, or you can submit it over the WWW at http://www.cec.sped.org

New Developments in ADD/ADHD

Though it has passed out of the media spotlight, up to 3.5 million of the nation's children suffer from Attention Deficit Disorder (ADD) or its cousin, Attention Deficit Hyperactivity Disorder (ADHD). Fortunately, exciting new developments in the field are adding to our understanding of ADD/ADHD and providing new ways to help children cope with it.

One new study by Sydney Zentall, professor at Purdue University and member of CEC Chapter #762, shows that mirrors may help students with ADD/ADHD stay on task by directing the students' attention back to themselves. When the mirror was present, the students with ADD/ADHD performed as well as students without the disorder.

Likewise, using a mirror helped students with ADD/ADHD complete homework assignments. When students with ADD/ADHD used homework workstations that were designed with a centrally placed mirror, some stimulation such as music of the students' choice, and some aspect of choice in homework assignments, the students with ADD/ADHD received a 67% homework completion rate.

Another new development in working with children with ADD/ADHD is the involvement of school personnel from many different disciplines. For example, occupational therapists are helping students with ADD/ADHD who have fine motor problems, which affect handwriting skills. Also, speech-language therapists can help students with ADD/ADHD overcome language problems. Some of these students have difficulty keeping multiple pieces of information in their mind, which is necessary for language. Speech-language therapists can help them cope with this problem through word retrieval strategies or the development of conversation skills.

"We are branching out to many more disciplines for students with ADD than the special education teacher," said Ann Welch, CEC's 1993 Clarissa Hug Teacher of the Year and part-time consultant. "With kids with more serious cases of ADD or with ADD and some other condition, we need school personnel to work together as a team. Occupational and speech therapists have valuable roles to play."

ADD/ADHD is often accompanied by other problems of a medical or educational nature, said Welch. Approximately 50% of students with ADD/ADHD also qualify for some other diagnosis. They have a higher incidence of anxiety, depression, mood disorder, learning disability, Tourette's syndrome or other disorder than children without ADD/ADHD.

Researchers are also looking at girls with ADHD. Females with ADHD are often unidentified, for they express the disorder through talking or being busier, which is more socially accepted than the gross motor activity often seen in boys. However, females who are not identified as having ADHD while in school may suffer more from depression later in life, according to Zentall.

Teaching Strategies for Students with ADD/ADHD

Current research has shown that previous strategies, such as removing all external stimuli, actually works against concentration for children with ADD/ADHD. These children respond to—and need—some external stimulation. Thus, allowing a child with ADD/ADHD to move around, doodle, or squeeze a small ball while in class can actually increase his or her concentration.

Teaching children with ADD/ADHD often requires one to balance providing structure with novelty and creativity. The educator must create enough structure so that the child can function but provide enough stimulation to keep his or her interest. That means using numerous innovative and challenging teaching strategies. Giving children with ADD/ADHD thematic projects that allow them to pursue their interests and be active participants in learning helps keep them on task. In addition, presenting material in novel ways, such as turning an assignment into a game, as well

Continues on page 13

Connect with Your Division or Federation Online!

In August, CEC debuted a new service that enables all CEC divisions and state and provincial federations to create and update their own Web page on the CEC Web site.

These pages will be maintained by unit leaders and will provide a quick and easy way to learn the news about upcoming unit events. The division and federation pages will also list officers and provide contact information. If the division or federation already has a Web site, there will be a link to their external site.

How Do I Find These Pages?

From the CEC home page: www.cec.sped.org, choose "Divisions" for division information or "About CEC," then go to "Federations" for a listing of CEC federations and branches. Then, click on the name of the federation or division if it is highlighted. Do not be discouraged if your unit does not yet have a link to a Web page—more and more pages are coming online every week!

How Can My Division/Federation Get Involved?

Division or federation leaders should assign one member to create and update their Web page. To create the page, the designated person can access instructions by choosing the link "Online Resources for CEC Units" from the division or federation page. Then, follow the "The CEC Template" for step-by-step instructions on how to access an online form for generating division and federation pages. With this new service, keeping federation and division members informed is as simple as point, click, and type! ■

* * *

ADD/ADHD, *from page 12*

as providing students with ADD/ADHD with some choice in assignments also helps keep these children on task and on track.

"You need a large bag of tricks to choose from," said Welsh. "Teachers need to find a comfortable marriage between structure and organization that comes from traditional teaching and child-centered teaching. Children with ADD/ADHD are driven by their interests. We must increase their interest in what they are working on."

Another area that is undergoing some revision in educational practice for students with ADD/ADHD concerns organizational skills. Because so many students with ADD/ADHD have difficulty with organization, some teachers and parents have provided the organization for the students. However, with this approach, students fail to learn how to organize for themselves. Those who work with students with ADD/ADHD need to discover those areas in which the child is organizing things well by him or herself, then help the child expand that system to other areas of his or her life, said Zentall.

Children with ADD/ADHD also need a lot of feedback and high levels of praise and reinforcement. While this sounds simple, it must be remembered that students with behavioral problems receive 50% less praise than other children. So, those who work with children with ADD/ADHD must make an extra effort to give praise and reinforce the smallest steps in the right direction.

The Positive Side of ADD/ADHD

In another departure from the past, individuals are starting to recognize the positive sides of ADD/ADHD. For example, the flip side of hyperactivity is energy, which can be channeled into constructive activity, says Zentall. Or, the flip side of impulsivity is spontaneity; of inattention, creativity; and of bossiness, leadership. If we can help students with ADD/ADHD turn their "deficits" into assets, they will thrive in school and in the workplace. ■

EXTRA *credit*

Resource for Educators and Asian Parents: The National Coalition of Advocates for Students has released a new publication, *Unfamiliar Partners: Asian Parents and U.S. Public Schools.* The book documents family-school partnership building processes and lessons learned from six project cities. To order, fax 617/357-9549 or write to Publications, NCAS, 100 Boylston St., #737, Boston, MA 02116.

Recommended TV Shows for Children Online—The KIDSNET Media Guide listings allow parents to select good television shows for their children. The listings describe programs for children ages preschool through high school and are referenced by air date, curriculum area, grade level, supplemental materials, related multimedia, and off-air taping rights. Web address: kidsnet@aol.com. For more information, call 202/291-1400.

Guidelines for School and Community Programs to Promote Lifelong Physical Activity Among Young People—The Centers for Disease Control and Prevention has published guidelines that identify the types of programs and policies that are most likely to effectively promote physical activity among young people. For a copy, see the DASH home page at http://www.cec.gov/nccdphp/dash or call 888/CDC-4NRG.

Report on Children with Disabilities in Developing Countries—*Keeping the Promise: Reflections on a Global Workshop on Children with Disabilities in Developing Countries,* by the Academy for Educational Development, reviews the progress and concerns of developing countries in educating students with special needs. The report is free. Call 202/884-8000.

Books for Girls—Brave Girls and Strong Women booklist features books that show girl characters who are strong, intelligent, and stand up for themselves. Books listed are for children from age 2 to 14 and up. You can access the booklist on the Web: http://members.aol.com/brvgirls or call 202/544-5223.

A Better Way to Grade Special Education Students

BY FRANCES M. BUTLER

Educators disagree about grading practices for students with disabilities. The inclusion movement has made grading students with disabilities even more controversial as increasing numbers of students with special needs receive a significant proportion of their instruction in general education classes just when educators are being asked to raise academic standards.

Some educators believe that a student with disabilities who receives some type of special accommodation, such as tutoring or shorter assignments, should not receive a grade equivalent to a nondisabled peer who does not receive any assistance. Others say that students with disabilities should be graded according to their capabilities in conformity with their Individualized Education Program (IEP).

Grading Considerations

Several factors must be addressed when determining how to grade students with disabilities. One consideration is who should decide on the requirements to be used for students with special needs, especially when conflict exists between a school or district's policy guidelines and IEP objectives.

In districts lacking an official, mandatory grading policy, teachers may adapt their lessons to the needs of their students, and assessment may then reflect the content that is actually taught in the specific classroom. The problem with this approach is that individual teachers vary widely in what they consider important basic concepts that should be mastered by each student. In everyday practice, many teachers indicate they use assessment measures without known reliability and validity, as well as giving points for participation and extra-credit projects. Studies have shown that some general educators were willing to pass students simply because they showed up in class or expressed interest in the subject.

A second issue concerns the difference of views among educators about the value of grades as a measurement of quality of education. One view holds that the value of grades is cheapened if many students receive high grades. Some educators believe the measure of academic rigor is the number of students who fail. Others measure quality of education by the numbers of students who have been graduated. Performance or criterion-based assessment might be a way to address this issue in a more objective manner. Studies have shown that many vocational educators prefer competency- (criterion) based assessment methods, because teachers can assign grades based on demonstrated competencies and not on competition among students. This does not eliminate the need for special accommodations for some students who have disabilities.

Another issue arises when teachers assign grades to special education students based on completion of IEP objectives that are significantly different from regular course objectives. When students are rewarded for achieving their stated objectives, such grades can be misleading for employers and postsecondary educators. Grades may communicate differing meanings to various views, such as competency, effort, or progress.

On the other hand, if teachers ignore IEP objectives when grading, students with disabilities could be at a disadvantage simply because of their disability. This has been especially troublesome in determining whether a diploma or an attendance certificate should be issued.

In today's society, entry into some job positions depends on having a high school diploma. Thus, denying a student with documented disabilities a standard diploma could result in a reduction of postschool opportunities for that student, a potential civil rights violation.

Perhaps an even more basic issue revolves around the extent that testing accommodations should be given to students with disabilities. Especially in the case of students with mild to moderate learning skills, some educators believe that allowing accommodations such as oral tests or alternative assessments fosters student dependence on assistance.

Guidelines to Grading

When questioned about these issues, we found that most teachers seem to agree on the following points. First, districts having a mandatory grading policy should consider how students with special needs are to be covered by the policy and how to incorporate IEP objectives to promote equitable grading practices. If accommodations do not lower the mastery of course objectives, regular grades should be given. If following IEP objectives results in lowering the course objectives, then modified standards for grading the student should be used. Some teachers would argue that the course should be identified as "special education." However, such a practice may jeopardize students' employment prospects. In principle, all students should be given every opportunity to earn regular grades leading to regular diplomas.

Use of valid and reliable criteria or performance-based assessments established on basic curriculum objectives would allow teachers to select from a menu of assessment measures in assigning a grade to any student, with or without disabilities. For example, a student with a reading disability could show mastery of the curriculum by preparing an audio-visual report, comprehensive portfolio, or pictorial presentation. A regular grade would be assigned so long as the required basic concepts were adequately demonstrated. This type of grading would minimize the comparisons among students implied by grading "on the curve" and help educators control and measure the quality of education. ■

Frances M. Butler is a professor at the University of Nevada, Las Vegas, and a member of CEC Chapter #406.

Accommodations, *from page 9*

Suggestions for Accommodations

Increasing Student Participation in Large Group Instruction

- Think, Pair, Share—After posing a question to the class, ask the students to find a partner, make eye contact, share their response to the question, and remember their partner's response.
- KWL (What kids know, what they want to know, and what they've learned)—At the beginning of a unit, students travel to charts posted around the room and write or draw their current knowledge on the subject on the charts. (If the subject is the rain forest, one chart may be titled weather, another animals....) Resources by the charts can be used as easy reference guides. At the end of the activity, students could again use the charts to record new knowledge and change incorrect information.
- Free-write, free-tell, or write-alongs—Stop an activity for 5 minutes and have students write or tell you about any items that confuse them, what they've learned, and their questions.

Textual Accommodations

- Give students an advance organizer, which can also be used for review or for homework.
- Preteach students vocabulary words in the context in which they will be read.
- Tape record the text. Recorded text segments should be clear and short. You may want to provide an overview of the selection. Also, give the reader page numbers, and summarize important information periodically.
- Teach textbook structure (headings, subheadings, differing print, introductory and summary paragraphs).
- Teach active reading—The student reads a paragraph, covers it, and recites the main point and/or important information in his or her own words.
- Highlight important information.
- Give students a partial outline of important information, to be completed while reading.
- Pair question numbers from a study guide with page numbers on which the information can be found.

Sequencing or Assignment Completion

- Break up tasks into workable and obtainable steps and include due dates.
- Provide examples and specific steps to accomplish the task.
- List and/or post requirements necessary to complete each assignment.
- Check assignments frequently.
- Arrange for the student to have a "study buddy" in each subject area.
- Define all requirements of a completed activity (e.g., your math is complete when all five problems are complete and corrected).

Following Instructions

- Get the student's attention before giving directions.
- Use alerting cues.
- Give oral and written directions.
- Give one direction at a time. Quietly repeat the directions to the student after they have been given to the entire class.
- Check for understanding by having the student repeat the directions.
- Place general methods of operation and expectations on charts displayed around the room or on sheets in the student's notebook.

Test-taking Skills

- Allow extra time for testing.
- Teach test-taking skills and strategies.
- Give alternative forms of the test: oral, essay, short answer, multiple choice, fill in the blank.
- Use clear, readable, and uncluttered test forms.
- Provide a scribe.
- Allow students to take tests on computers.
- Give students the opportunity to practice with the accommodations before the test. ■

For more tips on effective accommodations, please see CEC's Web site: http://www.cec.sped.org/nw-menu.htm

You can also learn more about making effective accommodations at the upcoming CEC Institute: "Adapting Curriculum for Exceptional Learners," to be held in Seattle, WA, on October 9-10, 1997. Cost: CEC members, $199; nonmembers, $249; students, $150; nonmember students, $200.

Please Help

Our friends and colleagues in Grand Forks, ND, have suffered significant damage to their schools, and many of their teaching materials were ruined from the recent flooding. For many educators, the teaching materials they had at home were also destroyed.

Please help them restore their school supplies by sending them any extra or unused educational materials.

You can send materials to Linda Hartman, Special Education Coordinator, Special Services Dept., 308 Demurs Ave., Grand Forks, ND 58203.

……

Marsal, *from page 2*

- Developing a mentoring program for new special education teachers. Marsal believes that all experienced special educators have the capacity—and the obligation—to mentor others. She asks special educators to reach out to those new to the profession, letting them know they have potential, helping them develop their own leadership skills, and guiding them as they perfect their teaching abilities. Without mentoring, we are losing too many talented people we can't afford to lose, Marsal says.
- Making the special education teacher's voice heard. Marsal wants to ensure the special education teacher is a vital part of any work affecting education. She says that we must be more proactive to have special education teachers appointed to blue-ribbon panels, task forces, and committees at the state/provincial and local levels, as well as at the national level.
- Ensuring that regulations on the IDEA reauthorization come from practice. Marsal believes the teacher's voice must be heard when decisions are made concerning the implementation of the IDEA reauthorization. Input from teachers is crucial on issues such as the Individualized Education Program, according to Marsal. She also plans to work to ensure that IDEA is not overregulated. ■

CALENDAR OF CEC *events*

september

September 25-26, 1997
Alberta CEC Federation Conference, "Challenging Exceptional Children." Black Knight Inn, Red Deer, AB. Contact: Aka Papish, 403/249-8793; or Phyllis Kalmanovitch, 403/286-4955.

September 25-26, 1997
Utah CEC Federation Conference, "Life is a Patchwork of Learning." Provo Park Hotel, Provo, UT. Contact: Deb Andrews 801/538-7566.

october

October 2-3, 1997
Idaho Federation Conference, "Imagine the Possibilities." Sun Valley, Idaho. Contact: Deb Hedeen, 208/236-4143.

October 2-4, 1997
CCBD International Conference, "Creating Positive School Communities for the 21st Century: Strategies for Keeping Kids with Problem Behaviors in School." Harvey DFW Airport Hotel, Dallas (Irving), TX. Contact: Lyndal Bullock, 817/565-3583.

October 16-17, 1997
Kansas Federation Conference, "One Child at a Time." Harvey Hotel, Wichita, KS. Contact: Susan Bowles, 913/625-3257.

October 16-18, 1997
DCDT International Conference, "Creating Amazing Transitions." Doubletree Paradise Valley Resort, Scottsdale, AZ. Contact: Ann Marie Cook, 703/698-6091.

October 17, 1997
MNCCBD/MEED Conference, "Students with EBD: Challenging More Than Just the Schools." University of St. Thomas, St. Paul, MN. Contact: Carol Davis, 612/624-5547.

October 17-19, 1997
Florida Federation Conference, "Celebrating Creative Connections." Adams Mark Hotel at the Florida Mall, Orlando, FL. Contact: Lee Sherry, 813/553-3184.

October 30-31, 1997
Wisconsin CEC Federation Conference, "Celebrating 75 Years of Service to Children with Exceptional Needs." Pfister Hotel, Milwaukee, WI. Contact: 414/546-3000.

October 30-November 1, 1997
Canadian Tri-Conference involving CCEC, Saskatchewan CEC Federation, Saskatchewan CCBD Subdivision, "Reclaim the Spirit: Empowerment in Teaching, Learning, and Parenting." Ramada Plaza, Regina, Saskatchewan. Contact: Bill Gowling, 613/747-9226.

november

November 6-7, 1997
Pennsylvania Federation 38th Annual Convention, "New IDEA(s) in Special Education." Hershey-Harrisburg Holiday Inn in Grantville. Contact: David Bateman, 717/532-1460.

November 6-7, 1997
Arkansas Federation Conference. Hot Springs Convention Center. Contact: Jon Rainbold, 501/362-3404.

November 6-7, 1997
West Virginia CEC Federation, "Reaching for the Stars." Holiday Inn, Parkersburg, WV. Contact: Jim Smiley, 304/367-1431.

November 6-8, 1997
New York State Federation Conference, "Celebrating the Challenge of Diversity in Special Education." Hotel Pennsylvania, New York City. Contact: Marsha Lupi, Department of Special Education, 913 Hunter College, 695 Park Avenue, New York, NY 10021.

November 6-8, 1997
Illinois Federation 1997 Fall Convention. Arlington Park Hilton, Arlington Heights, IL. Contact: Robert Abbott, 847/578-0949.

November 12-16, 1997
20th Annual TED Conference, Savannah, GA. Contact: Diana Hammitte, 912/681-5301.

November 12-15, 1997
CEDS 4th Topical Conference: Assessment—The Key for Successful Intervention." Arlington Park Hilton, Chicago, IL. Contact: Carol Swift, 810/370-3067.

November 13-15, 1997
Ohio Federation Conference, "Forming Family Alliances." Columbus Marriott North, Columbus, OH. Contact: Dave Watkins: 330/848-1149.

November 20-23, 1997
1997 Annual International DEC Conference, "Crossing Boundaries: Linking Practice and Research." Hyatt Regency, New Orleans, LA. Contact: 410/269-6801.

THE COUNCIL FOR EXCEPTIONAL CHILDREN
1920 Association Drive
Reston, VA 20191-1589

NONPROFIT
ORGANIZATION
U.S. POSTAGE
PAID
RICHMOND, VA
PERMIT NO. 930

CEC today

EXCLUSIVELY FOR MEMBERS OF THE COUNCIL FOR EXCEPTIONAL CHILDREN

VOL. 4 NO. 4
OCTOBER 1997

Making Assessments of Diverse Students Meaningful

With the number of students from diverse cultures expected to grow to 24 million, or 37%, of the school-age population by the year 2010, special educators can expect to face one of the most challenging aspects of special education—accurately assessing students who are culturally and linguistically diverse (CLD) for disabilities. Already, we are seeing increased emphasis on ensuring students who have limited English proficiency (LEP) are diagnosed correctly. The recent reauthorization of the Individuals with Disabilities Education Act (IDEA) mandates that a child cannot be found to have a disability due to language difficulties, according to Virginia Santiago, coordinator of psychological services in Fairfax County, VA.

But, there are significant roadblocks to achieving valid assessments of CLD students. First and foremost is the fact that we have no assessment tools that yield valid measurements for many CLD students. The difficulty in obtaining accurate measurements is compounded when schools use interpreters to translate tests for LEP students, because translations further skew test results.

Despite these difficulties, school districts that have high populations of CLD students have developed the means to determine if CLD students' learning problems are due to language difficulties or a disability. Through the use of trained bilingual professional personnel and comprehensive assessment strategies, educators are able to determine which students need special education and which may need some other type of additional assistance.

Invalid Measurement Tools

Currently, educators have no measurement tool that will produce an accurate assessment of a CLD student's abilities. The first problem is that the tests are not in the student's native language. Thus far, the only language that a very few assessment tools have been translated into is Spanish. But even translated tests present problems, because languages do not translate equally. For example, a simple word in English may be a complex phrase in another language. Second, many languages have different dialects. Thus, a test that is written in one dialect is not appropriate for a student who speaks a differing dialect of the language.

Children of diverse cultures may need special assistance, though not special education.

A third problem with translated tests is that all but a few are normed on North American culture. Tests based on a dif-

Continues on page 9

Straight Talk about Section 504, ADA, and IDEA

Three laws work together to ensure students with disabilities are not discriminated against, receive a free and appropriate public education, and have access to facilities. They are: Title V of the Rehabilitation Act (commonly referred to as Section 504), the Americans with Disabilities Act (ADA), and the Individuals with Disabilities Education Act (IDEA).

To ensure that students with special needs receive the services available, special education teachers and administrators must understand these laws and the protections they offer children with disabilities. In addition, knowledge of the laws is essential if schools and school personnel are to avoid litigation.

"We need to know these laws to be sure children get the services that are available," said Pat Guthrie, Assistant Superintendent for Student Services in Bowling Green, KY, and member of CEC Chapter #960. "Furthermore, if people don't have the information (about the laws), they can get caught in

Continues on page 5

inside

New Recognition for CEC Teachers 10

Fetal Alcohol Syndrome—The Misdiagnosed Disability 12

Should CEC Advocate for Better Working Conditions for Teachers? 14

Proposed Changes in the CEC Constitution and Bylaws; Call for Nominations

The Board of Governors has approved the publication of the following proposed changes in the CEC Constitution and Bylaws as related to the Executive Committee position of Governor-at-Large (classroom ranks). This will be an action item brought before the 1998 Delegate Assembly in Minneapolis, MN.

New language is noted by bolded italics. (Note: the additional language is to explain the asterisk before the term "one from the classroom ranks.")

ARTICLE VI

Board of Governors

Section 1. Composition. The Board of Governors, the administrative body of The Council, shall consist of the following membership: one governor from each federation; one governor from each eligible branch; one governor from each eligible unorganized state, province, or other designated area; one governor from each division; the President (ex-officio, voting) of the Student Council for Exceptional Children; and seven governors-at-large: two from diverse ethnic and multicultural groups, *one from the classroom ranks, one from Canada, and three others (unspecified); and four officers (namely, the President, President Elect, First Vice President, and the Immediate Past President).

At the time of election and throughout the term of office, the individual must be a current practitioner as defined under "of the classroom ranks" in the CEC Glossary (SECTION FOUR, Part 1 of the CEC Policy Manual). If at any time during the term of office, the elected individual no longer meets this definition, he or she must resign from the Executive Committee and the process described in Article VI, Section 4, Terms of Office and Succession, C (1) will be implemented.

- Administrative Implications: None.
- Financial Implications: None.
- Policy Implications: Ensures this position truly represents its intended target group.

Call for Nominations for Executive Committee Positions

CEC members have the privilege and responsibility of submitting names of candidates for the following upcoming vacancies on the Executive Committee of the Board of Governors. **Nominations must be postmarked by November 7, 1997.**

Office:
First Vice President*
Term of Office:
1998-2002
(current office holder)
(William Bogdan)

Office
Governor-at-Large
Term of Office
1998-2001
(current office holder)
(Margaret Carthum)

Office
Governor-at-Large
(diverse ethnic and
multicultural groups)
Term of Office
1998-2001
(current office holder)
(Bridgie Alexis Ford)

*The individual elected to this office assumes the position of First Vice President during 1998-1999, President Elect during 1999-2000, President during 2000-2001, and Immediate Past President during 2001-2002.

Nomination Procedures and Guidelines

Any Council member or unit may submit names for any of the above offices. Names and supporting information on these candidates will be presented to the CEC Board of Governors, acting in their capacity as the CEC Nominations Committee, for a ballot vote resulting in the selection of a slate of two nominees for each vacancy. This slate of candidates will be announced in the February 1998 issue of *CEC Today* and voted on by the delegates at the 1998 Annual Convention in Minneapolis. The Chair of the Nominations Committee is Immediate Past President Gerald J. Hime.

Qualifications for Nominations

Qualifications that contribute to the successful nomination of a candidate include such factors as length of membership in CEC; active participation in Council affairs on local, state/provincial, and international levels; and professional contributions to the field. Members of units of CEC submitting names for a vacancy should provide the following pertinent information:

- Name, complete address, and telephone number(s) of nominee.

- Office for which the person is being nominated.

- Length of membership in CEC. (Note: The candidate must also be a current CEC member.)

- A completed and signed "Biographical Information Form" prepared by the nominee. (Blank forms are available on request from Karen Ulans, Governance Coordinator at CEC Headquarters, at 703/264-9487.)

- Name, address, and unit affiliation (if any) of the person submitting the candidate's name.

All nominations and supporting materials must be postmarked by November 7, 1997, and submitted to Gerald J. Hime, Chair, Nominations Committee, CEC, 1920 Association Drive, Reston, Virginia 20191-1589. ■

Nomination forms are available on CEC's Web site: http://www.cec.sped.org.

Program Mini-Modules Available for Unit Meetings

CEC units—chapters, federations, divisions, and subdivisions—conduct both business meetings and professional development activities throughout the year. Developing the agenda for a business meeting is usually a simple task. However, unit leaders are often stumped when coming up with professional development events and often do not have the time to plan this type of activity. Help is on the way—CEC's "Mini Modules" to the rescue!

Mini Modules are ready-made programs that, with little preparation, CEC unit leaders can adopt for their next program. The modules are easy-to-use step-by-step guides on a variety of topics of interest to CEC members including

- Homework.
- Accessing curriculum.
- CEC's Professionally Recognized Special Educator Program.
- Inclusive schools.
- Performance assessment.
- Attention Deficit Hyperactivity Disorder.
- Discipline.
- Job banks.
- Success stories.
- IEP/Transition.

Each module lists an objective, discussion points, activities, strategies for classroom use, and resources and additional information. In addition, the modules can be used with specific articles from CEC publications and materials. The modules can be used for any size group. They are designed to last approximately one hour but can be easily adapted for shorter or longer time periods.

The first module on homework was sent to CEC unit presidents in September; other modules will be sent on a monthly basis. At your next meeting, try one of the modules. Let us know how it worked for you. Was it easy to use? Did members find it useful? Send your feedback to Grace Zamora Duran, CEC's Director of Constituent Services/Member and Unit Development, graced@cec.sped.org, or call 888/CEC-SPED, ext. 403.

A Special Offer for CEC's Graduates

CEC membership helped you in school. Now let us help you with your career. Transitioning your membership from student to professional is one of the most important moves you will make. By maintaining your membership, you will continue to have access to the schools and administrators who are looking to employ people just like you. You will also continue to receive *TEACHING Exceptional Children*, *Exceptional Children*, and *CEC Today*—information that will enhance your career. Plus, you can take advantage of opportunities to grow professionally through conferences and conventions.

CEC is testing a new discounted membership for graduating students: Become a professional member and save $20.00 on your professional CEC dues! To take advantage of this special offer, you must have been an active student member within the last academic year, and your membership must not have lapsed over 90 days. This offer cannot be used with any other offer.

Information on this special offer is printed on the back of the student dues renewal notices. Or, call 888/CEC-SPED. We look forward to welcoming you as a new CEC professional member! ■

You Can Support CEC through United Way!

You can now promote CEC's mission through your United Way contribution if you are a federal employee or a public employee in the following states: AL, CA, IN, MD, NY, WA, AZ, CT, IA, MI, TX, AR, DE, KY, NM, or VA. Selected corporations also allow individuals to contribute through the United Way.

To participate, designate your contribution to the Foundation for Exceptional Children, number **418** on the federal forms.

inside

OCTOBER 1997 VOL. 4 NO. 4

CEC Today is published 10 times a year, Jan/Feb, March, April/May, June, July, Aug., Sept., Oct., Nov. and Dec., by The Council for Exceptional Children, 1920 Association Drive, Reston, VA 20191-1589. Telephone 888/232-7733, TTY 703/264-9446, lyndav@cec.sped.org, WWW: http://www.cec.sped.org

CEC Today is not copyrighted. Members are encouraged to copy and disseminate information in this publication.

CEC President: Linda Marsal

Executive Director: Nancy D. Safer

Editor: Lynda C. Voyles

Contributing Editors: Jacki Bootel, Public Policy; Jean Boston, Publications; Jane Burnette, Information Services; Margie Crutchfield, Professional Standards; Anmarie Kallas, Continuing Education; Caroline O'Connell, Communications; Grace Zamora Duran, Membership; Susan Simmons, Membership

Making Assessments of Diverse Students Meaningful *1*
Straight Talk About Section 504, ADA, and IDEA *1*
Proposed Changes in the CEC Constitution and Bylaws *2*
Member Benefits *3*
Advocacy in Action *4*
Student CEC Spotlight *6*
Public Relations for CEC and Special Education *7*
Division Focus *8*
Professional Advancement *10*
Fetal Alcohol Syndrome—The Misdiagnosed Disability *12*
Speaking Out *14*
Should CEC Advocate for Better Working Conditions for Teachers?
Calendar of Events *16*

Advocacy in Action

You Can Advocate for Your Child!

Even when they do not seek the position, parents of children with disabilities or gifts and talents often find themselves acting as advocates for their children. While they may advocate for changes in federal or state/provincial law, more often, parents advocate for changes in their child's placement, a teaching strategy, or local policy.

To help parents advocate successfully, CEC asked Trina Osher, Director of the Family Leadership Initiative and member of CEC Chapter #263, to share some tips with our members. Following are her suggestions.

Get All the Information You Can

The first step to successful advocacy is to gather information. Learn what is happening in the school; get copies of school records, as well as information about any tests or evaluations affecting your child; and talk with your child's teacher to learn his or her view of areas of concern.

You should also learn about special education law and its protections. You can obtain this information from the school's special education or guidance director, state departments of education, or parent information and training centers, as well as organizations such as CEC. Because the law can be complex and difficult to understand, you might want to work with a parent advocate, who can explain the law, as well as special education procedures.

Last but not least, talk with your child to learn his or her view of the situation and what he or she thinks will help. Even young children have a keen sense of their stress points and what could be done to make it easier for them to succeed.

What Do You Want the School to Do?

As your child's advocate, you need to be clear about what you want the school to do. Be able to explain what you are happy with, unhappy with, what you want changed, and how you want it changed. For example, if a child is having difficulty completing homework, you should say whether you would like the assignment to be changed or for it to be provided on tape.

To learn about the different options available, you could talk with other parents who have children with similar problems. Ask the school for contact names.

Be a Good Communicator

Communicating well with your child's teacher and other school personnel is essential to your advocacy efforts. Keep in mind that the school's interest is the same as yours—you both want the best for your child. In your dealings with the school, be honest and develop a positive relationship with the teacher and other staff. Start where the concern is, usually the classroom teacher. Only move up the chain of command if you must.

Being diplomatic can be hard when you are concerned about your child's welfare—you want to get feisty. But, get feisty only if that is what it takes.

Bring a Companion to Meetings

Bring a companion, a friend or advocate, with you to school meetings. This person can help you listen, take notes so you are free to concentrate on what is happening, and help you understand what happened afterwards. In addition, your companion can help slow you down if things get too emotional.

Don't Be Afraid to Say No

Don't be pressured into making a bad decision. You can always say no, ask for more information, or for more time to consider a proposed solution. Take the time to consult with experts and people you trust in the community, then get back to the school with your decision.

Due Process

If your child has a disability, you can use due process to resolve disputes with the school, but it should be a last resort. Often, due process proceedings turn the school and parents into adversaries. It is much more beneficial to maintain a positive relationship with the individuals who will work with your child.

Making Your Voice Stronger

One of the best ways to make your voice stronger is to band together with other parents facing similar situations. To learn of other parents who share your concern, give the school a sheet of labels containing your name and address and a statement that you would like to meet other parents facing a similar issue.

When you meet with other parents, share your experiences. As a group, develop some proposals to solve the problem. The parents should then meet with the individual(s) who will be affected. For example, a group of parents who wanted to get computers in the resource room would meet first with the resource room teacher. This approach allows the parents to build a strong partnership with the teachers. Then teachers and parents can build an alliance, which can be particularly effective in creating change. ■

Local Advocacy

To effect change locally, you will increase your chance of success if you work with others. In addition to getting the support of other parents, build coalitions with community groups that have an interest in your policy or project. Next, reason out your positions and put them in writing. It is helpful to have data to back up your positions. Be sure to present more than one solution to the problem, as well as tasks your group is willing to assume to achieve your proposed changes.

Then distribute your proposals to various groups and get their input. Also, if you are going to present your proposal to the school board, try to get the support of the school administration and faculty beforehand. You will also improve your stand if you can get other civic groups to approve your plan.

Finally, you can use the press to push your issues, but you should only use the media judiciously. A positive way to promote your proposal would be to present it as parents and educators working together to improve educational services. For example, parents and teachers working together to get computers for the students would make a great story and garner further support.

situations they shouldn't be caught in. Schools can be sued."

Although the laws affecting special education have been on the books for many years, it can be confusing to sort out what each law says and requires. To help clear up some of the confusion, following is a short summary of each law's purpose, how it protects students with disabilities, and what schools and educators must provide to meet the law's intent.

Section 504 of the Rehabilitation Act of 1973

Section 504 of the Rehabilitation Act of 1973 is probably the most confusing of the three laws concerning the education of students with disabilities, for it contains many gray areas and can overlap with IDEA.

Section 504 is a civil rights law that protects children and adults against discrimination due to a disability. It says that no individual can be excluded, solely because of his or her disability, from participating in or benefiting from any program or activity receiving federal financial assistance, which includes schools.

However, though Section 504 ensures students with disabilities can participate in educational programs, this law does not compel schools to provide substantial or expensive services.

To meet Section 504 requirements, schools must make *reasonable accommodations* for students with disabilities so that they can participate in educational programs provided to other students. Reasonable accommodations could include modifying the general classroom program, special assistance with an aide, a behavior management plan, counseling, monitoring medication, providing special study areas, and/or use of assistive technology devices.

Under Section 504, students may also receive related services, such as speech-language pathology, occupational or physical therapy, or counseling, even if they are not receiving special education through IDEA.

Who Can Receive Special Services Under Section 504?

Section 504 protections are broad. Children who do not qualify for special education under IDEA or those whose disability does not adversely affect their educational performance may receive special education assistance or accommodations under Section 504. For example, a child with Attention Deficit Disorder (ADD), whose disability is not one of the 13 categories recognized under federal IDEA legislation, may receive special accommodations under Section 504. Or, a student who has AIDS but attends general education classes may qualify for special assistance such as counseling or reduced class time under Section 504.

What Procedures Do I Have to Follow for Students Who Receive Assistance Under Section 504?

Like IDEA, Section 504 requires that schools follow certain procedural safeguards. Section 504 mandates that schools notify parents regarding identification, evaluation, and/or placement of a child. In addition, Section 504 evaluation and placement procedures require that all data be documented and considered and that a group of persons knowledgeable about the child make decisions concerning accommodations. Though Section 504 mandates periodic reevaluations, it does not specify any timelines for placement.

Though it is a good idea, educators do not have to provide a written intervention plan for students who receive accommodations under Section 504. While educators can use a written format like a student's Individualized Education Program (IEP) as the intervention plan, some advise against it, for this could cause confusion about under which law the student is receiving services.

Section 504 also resembles IDEA in that it requires students with disabilities be educated with their nondisabled peers to the maximum extent possible. Also, Section 504 requires schools to provide impartial hearings for parents who disagree with the identification, placement, or evaluation of their child.

How Are Services Provided Under Section 504 Funded?

Funding for services for students protected under Section 504 typically comes from the school's general education fund, not special education funds.

Americans with Disabilities Act (ADA)

The Americans with Disabilities Act (ADA), also an anti-discrimination law, ensures that individuals with disabilities can access businesses and other public and private entities. It also mandates that businesses and public and private entities make reasonable accommodations for individuals with special needs. In addition, the law prohibits discrimination against persons with disabilities with respect to employment.

Though the ADA makes few direct references to students with disabilities, two ADA provisions impact the education of these students. The ADA applies its protections to nonsectarian private schools, including preschools, and it requires public schools to make reasonable accommodations for students with disabilities. Reasonable accommodations, which may be relevant to schools or work sites, may include, but are not limited to

- Making existing facilities readily accessible to and useable by individuals with disabilities.
- Acquiring or modifying equipment and devices.
- Modifying examinations, training materials, and policies.
- Providing qualified readers/interpreters, and other, similar changes.
- Restructuring a job.
- Modifying work schedules.
- Reassigning persons to vacant positions.

The ADA most often applies to making school facilities accessible to students with disabilities, e.g., adding ramps, elevators, and other modifications to the building. A student who is physically impaired but attends all general education classes would fall under ADA protections.

The ADA, like Section 504 of the Rehabilitation Act, does not provide

Continues on page 15

How I Survived the Paper Snowstorm of Special Education

BY SANDIE BENZ

I finally made it. Me, a teacher in my own classroom. Early childhood special education was my field of choice. I was ready for anything that came my way. So, when my supervisor came to me and said it was time to start testing the children who would be transitioning, I was enthusiastic and ready for the new experience.

The Evaluation Process

My first step was to choose my testing tool. My supervisor said to use "whatever test I wanted." That wasn't much help. I could have used a little direction. I surveyed other teachers to learn what they used, narrowed the choices, and decided which tests to use.

Now I had to administer the test. I had chosen a checklist-style test with which I could use classroom observations to score. This proved to be more difficult than I had thought. Mine was a "day class" with many of the children coming only 3 days a week. Many of these children also received other therapies (Occupational Therapy, Physical Therapy, speech) throughout the day, which took them out of the classroom during much of their short time in school. I completed the checklist charts over a period of a few days. This helped me get the truest picture of the child and better accommodate everyone's schedule.

Now all I had to do was summarize the scores and write the reports. I checked with my supervisor for the format the reports should follow. "First, use this form for your educational report. Then do this multi-comp report. Attach to the educational report at lease three goals for every domain the child is showing a deficit of 12 months or more," she said.

Okay, two reports and some goals. For my educational report, I needed to include background information on the child; the cognitive, social/emotional, fine motor, gross motor, and self-help/adaptive skill abilities of the child; a summary; and recommendations for the child's next placement. This report was pages long.

Next was the multi-comp report, a summary report for all the information in the educational report. It also had to include summaries from the therapists who saw the child and the school psychologist. To make sure all this got included in this report, I had to track some people down. The report ended up being two typed pages. Finally, I had to write the goals. In order for a child to qualify for transition to their next placement, they needed to show a deficit of at least six different goals. Most of my students averaged around nine.

It was finally done! Written, typed, and proofread. Just when I began celebrating, my supervisor came to me and said, "Sandie, I need the other five reports on my desk by tomorrow. And get ready, the CPSE and IFSP meeting will be starting next week."

Here we go again.

Time-Saving Tips and More!

How did I survive the paper snowstorm? It was easier than it may seem. After I had selected my testing tool, I didn't have to worry about doing it again. The tool I chose proved to be a good choice. It was easy to administer over a period of days, and it allowed me to use my observations of the child while in the classroom. Another nice feature of this test was it lent itself to creating goals for the child. As the test was designed on a developmental checklist scale, it was easy to look ahead to see what the child had not yet mastered and then work it into a goal. Plus, each time I administered the test, it was easier to work with.

For writing the reports, I developed my own system. I created a format on my computer that fit the report form and created my own data base of frequently used terms and phrases. These were easy to cut and paste into my reports, which cut down on the time it took to write and prepare the reports. It also made it faster to type them and helped me form clearer and more concise thoughts. I used the same approach for writing student goals by formatting a goal sheet. In the goal data base, I kept suggested goals that coincided with the age levels on the testing tool. I had five different sets of goals, one for each domain.

For the multi-comp report, I learned quickly how difficult it can be to track down some therapists. Now, as soon as I receive permission to test a child, I start the multi-comp report. One by one, when I see the therapists, I hand them the report, give them a time limit on when I need the form, and information on how they can get it to me.

I keep track of who needs to add to the form by putting a sticky note on the top of the multi-comp form. I write each of the therapist's names that need to contribute. As they fill in their part, I place a check next to their name. The therapists have gotten used to my system and are getting much better at filling in their part in a timely manner. Once all the others have contributed to the report, I add my summaries. This method also gives me time to complete my testing and report first.

My first time through this process I felt lost, alone, unorganized, and unsure of what I was doing. The second time was much easier. After three or four times, I developed my system, which I continue to use and refine.

So—it gets easier. My advice is to expect it to be tough the first few times. Once you make it through just once, you'll know that you can do it every time. Remember, you have been trained for this. This is the moment you have been waiting for so relax, ask questions, and feel confident in yourself!

Sandie Benz is a student at Buffalo State College in New York and a member of CEC Chapter #402

Public Relations for CEC and Special Education

Are you tired of reading all the negative news about special education? Would you like to see the negative image of our students and our profession portrayed in the press become more accurate and positive?

By following a few tricks of the trade, you can help transform the public's perception of special education. Following are some suggestions to get you started.

Target Your Audience

Determine who can improve the educational success of individuals with exceptionalities most effectively and tailor your efforts to them. What do they read? Where do they get information? Who are the newsletter editors of your school's or district's publications? (Look for publications covering general, special, bilingual, or vocational education and other educator/parent communications.) What education and advocacy agencies send out newsletters in your area? Is there an electronic bulletin board your audience accesses? These are the publications and media you will want to use to carry your message.

Select the Vehicle

You can use a variety of tools to ensure your message reaches the right audience. A few suggestions are

- **Letters to the Editor**: Send a letter to the editor explaining your thoughts on a recent article about disabilities and/or giftedness. You can use CEC policy to back up your opinions. Letters should be no longer than 300 words and clearly written. It is also helpful to present an opposing view or provide new information on an issue.
- **Articles or Columns**: Author a periodic column for one of the newsletters that go to your local educators or parents. Your column should give readers solid information about special education and/or highlight issues in special or general education they should pay attention to.
- **Press Releases**: Use press releases to get new information to your local media. Press releases can be used to promote events such as conferences, meetings, or Exceptional Children's Week or to inform the press of innovative programs at your school.
- **Newsletters/CEC Resources**: Copy and disseminate articles of interest in *CEC Today*. Share your latest *TEACHING Exceptional Children*, *Exceptional Children*, and other CEC resources with your colleagues.
- **Your School's or District's Communications Liaison**: Contact your school's or district's communications liaison(s). Keep them apprised of your successes, CEC Chapter meetings, and resources.
- **Speakers' Bureau**: Develop a Speakers' Bureau. Talk to students and colleagues about what you do. Utilize the Speakers' Bureau as part of your community outreach program.
- **Other Communication Tools:** Speeches, presentations, conferences, public service announcements, and special events, including exhibits, student performances, fairs, and auctions, can be pulled from your public relations tool box.

Provide the Expert View, Solution, and Success Story

By amplifying your affiliation with a large international association or leaders in special education—CEC—your own credibility is enhanced.

Increase your effort's power by telling colleagues, parents, and the press that you are part of the oldest, largest, and strongest national organization dedicated to improving the educational success of children, youth, and young adults with disabilities and/or who are gifted.

By using these strategies and the vehicles mentioned above, you can provide solutions and portray success to your targeted audience.

Keep the Lines of Communication Open

Make sure your audience always knows how to get more information. End your speech, article, press release, or other communication device with information on who to contact; their phone and FAX numbers and Web address; and whether the piece can be distributed. If you want your audience to take action, tell them specifically what it is you want them to do.

Keep CEC Informed

Last but not least, let CEC know about your public relations successes! Send information to Lynda Voyles, CEC, 1920 Association Dr., Reston, VA 20191 or lyndav@cec.sped.org.

For CEC's booklet, *The Public Relations Survival Guide*, call 888/CEC-SPED. Available to members only. ■

Don't Miss Canadian CEC's 1997 National Conference

CCEC's 1997 National Conference, "Reclaiming the Spirit: Empowerment in Teaching, Learning, and Parenting," to be held October 30-November 1, in Regina, Saskatchewan, brings together today's leading experts in education, learning, and effectiveness. Stephen R. Covey, author of the runaway bestseller *The 7 Habits of Highly Effective People*, will present the keynote address. Plus, selected members of the country's top educators will present sessions on topics affecting you and your students every day. Session leaders include:

- Gary Phillips, *Hurt People Hurt People, Healed People Heal People*.
- James L. Paul, *Educator's Impact on Children's Spiritual Lives*.
- Ron Walker, *Children and Youth with ADHD*.
- William Jenson, *Tough Kids*.

For more information, please contact Kim Kinnear, 306/731-3641, or George Falk, 306/787-6073.

Division Focus

CASE

The Council of Administrators of Special Education

Many CASE members participated in the September CEC teleconference and had an opportunity to hear an overview of the newly amended IDEA from their fellow educators. The next opportunity to learn about the new law will be the CASE International Conference on Public Policy in Special Education, to be held in San Diego, CA, in November. Any CASE members who have not registered and wish to attend this unique opportunity to learn more about IDEA as well as a host of other issues of concern to special education administrators should call the CASE office at 505/243-7622. In January, CASE will offer another venue to explore the issues of the new law at the CASE Institute in Clearwater Beach, FL.

With the U.S. Congress back in session, CASE members are continuing their efforts on behalf of improved funding of IDEA. Because some aspects of the amendments that will benefit local districts will be triggered by specific funding levels for the legislation, CASE members have been working to help Congress meet those targets as soon as possible.

The CASE Board of Directors will meet in October in Scottsdale, AZ. Included in their agenda will be an update of the CASE Strategic Plan and the identification of key policy and professional practice issues that CASE will address in the coming months. Members are urged to contact the CASE office or their state or provincial representative to the CASE Board to share their input on these issues.

CCBD

The Council for Children with Behavioral Disorders

CCBD has been very active monitoring the reauthorization of IDEA. In response to the request for input prior to the issuance of regulations, CCBD sent a letter to the Department of Education (ED) in late July urging ED to establish a discipline task force to review provisions in this area. CCBD is also stressing the importance of remembering that while the new law focuses on the general curriculum, we must keep sight of the importance of special education as specialized instruction.

CCBD will publish six newsletters this year, thanks to Editor Brenda Scheurmann. Watch the newsletter for all the latest information on CCBD's work on the reauthorization and information about our many conferences.

Members will want to purchase the latest CCBD mini-library series unveiled in Dallas. To order, call CEC Headquarters at 888/CEC-SPED.

Did you know that CCBD has a foundation that funds several priorities: fostering innovative classroom practice; providing affordable, high-quality conferences; funding scholarships; and recognizing outstanding practitioners? Howard Muscott has worked diligently to establish this worthwhile foundation. Donations can be made to CCBD, P.O. Box 1087, Amherst, NH 03031-1087. For more information, contact Muscott at 603/888-1311, #8563.

DEC

The Division for Early Childhood

Come join DEC in New Orleans! The International Early Childhood Conference on Children with Special Needs sponsored by the Council for Exceptional Children's Division for Early Childhood will be held in New Orleans this year. Our dates are November 20-23, and the conference will be held at the Hyatt Regency Hotel.

We are featuring preconference workshops on the topics of Family Guided Routines, Parent-Infant Playgroup Models, Personnel Development, Positive Interventions for Challenging Behaviors, NAEYC's position on Developmentally Appropriate Practice, and much more. For more information, contact DEC-ExecOff@ceo.cudenver.edu.

DLD

The Division for Learning Disabilities

DLD is part of a concerted effort to make the public more aware of learning disabilities. Known as the Coordinated Campaign for Learning Disabilities (CCLD), a nationwide media effort is being launched this fall. President-elect Dan Hallahan and DLD Student Representative Deborah Ramer represent DLD on this task force.

CCLD has prepared written materials for parents, teachers, doctors, and others regarding the nature of LD, warning signs, and research findings, together with information on legal rights, advocacy, and other resources.

DLD members may learn more about these materials and other media efforts by accessing the official Internet World Wide Web site: http://www.ldonline.org. Meanwhile, when you see television ads regarding LD this fall, be aware that DLD has been an active participant in this effort.

The Internet site noted above is maintained by the Public Broadcasting System (PBS) station WETA, located in Arlington, VA (suburban DC). DLD is working with the WETA webmaster to bring useful information to teachers and other professionals who work with LD. Various experts, some recommended by DLD, will be accessible through that site.

DLD is also working closely with CEC staff to provide guidance to teachers for the implementation of new IEP requirements under the IDEA Amendments of 1997. The goal is to provide teachers with a user-friendly set of guidelines for writing effective IEPs. The rule-making phase of the law is now in process, and regulations that will go into effect in 1998 are being formulated. Members who have specific comments regarding these activities should send their suggestions via e-mail to hmcgrady@aol.com.

CEC-PD

The Pioneers Division

CEC-PD welcomes overseas members. Due to an oversight, the Pioneers Division was not included in the list of divisions on the current CEC International Membership form. Please be assured that 20 year (or more) CEC members who reside outside of Canada or the USA are very welcome to join the Pioneers Division—and at the same annual fee: $20! Just add "CEC-PD" in the division area (future year printings will include the Pioneer Division). Sorry for the mix-up.

Assessments *from page 1*

ferent culture than the student, whether translated or not, will invalidate the results. A student who has had no experience with an item presented on a test or has experienced it differently is apt to answer the question incorrectly. Cultural differences affect even those tests that do not require language, says Santiago. For instance, we will not get an accurate accounting of a child's cognitive abilities on a test that uses blocks or puzzles if the child has not been exposed to these items.

Though schools may use interpreters to deal with language differences, this is not a good solution, according to Joseph Woo, project manager in New York State's Division of Assessment. The interpreter may not interpret the test correctly, especially in areas requiring specialized knowledge, and there is language distortion—certain words are not translatable into another language.

Preassessment Strategies

Despite the lack of assessment data that give us accurate measurements, educators have developed a number of strategies to help them determine if a CLD child's learning difficulties are due to language problems or a disability.

The first step is to find out how proficient the child is in his or her native language as well as English, says Rose Marie Benjamin Z., consultant for bilingual special education in Los Angeles, CA. If a student is designated as LEP, an expert in second language acquisition should help the teacher adapt the curriculum and instructional strategies to accommodate the child's language difference. If necessary, an interpreter should be provided.

General education teachers are also encouraged to refrain from referring a CLD student for special education assessment until the child has had time to learn the basics of English and adjust to a new culture—approximately 2 years. Of course, if it is obvious that a child has a disability, such as a 10-year-old who has no language skills, the teacher should refer him or her immediately for assessment.

During the time a teacher first suspects a child may have a disability and later referral for assessment, the teacher should look for any indicators of a problem beyond language acquisition. For example, a child substantially behind others in the acquisition of English or who has limited vocabulary in his or her primary language compared with others of the same chronological age may have a disability, according to Benjamin Z.

In addition, the educator should see if other teachers have observed problems in fine motor abilities, visual perception, or auditory processing. As a last step before referral, information should be gathered on the child's medical history, how the child functioned in school in the native country, if there were any problems acquiring vocabulary in the primary language, or warning signs the parents may have noticed. A bilingual psychologist, speech-language specialist, or other qualified professional who is familiar with the child's culture should conduct the interviews.

The Assessment

If it appears the child may have problems beyond language acquisition, she or he should be referred for special education assessment. Benjamin Z. recommends that schools conduct an ecological assessment of the child, using not only assessment tools but also the information gathered from interviews with the child's parents, teachers, and the child.

To select the appropriate assessment instruments for a CLD child, the evaluator must focus on the area the teacher is concerned about, Benjamin Z. continued. For example, for a CLD child doing well in English but not in math, the psychologist should look at the child's auditory processing—does the child have a problem with memory or sequencing? Then the evaluator should use evaluation techniques that are as unbiased as possible.

If a child has not acquired enough English to take the test, experts recommend that a bilingual professional, rather than an interpreter, administer the test. Certified bilingual professionals speak English and the language of the student proficiently and are certified in a specialty area such as psychology, special education, or speech/language. They know how to assess the student's knowledge accurately by determining what information is available to the student in the two language systems and which language the student relies on for accessing and relating information. Of course, if a bilingual professional is not available, an interpreter should give the child the test. However, the interpreter should be trained on assessment principles and terminology.

It must be remembered that any deviation from the test instructions, even if only to give the instructions in the child's primary language, must be noted and the test declared invalid. But, that does not mean we cannot get valuable information from a test.

"The test tells you how much a child knows already," said Santiago. "Look at that in terms of making conclusions. How much does this child know about Western society."

In some cases, what the child has learned can be very impressive, despite a scale that says he or she is functioning "below grade level."

Another aspect of ensuring accurate assessments of CLD children is for educators and psychologists to use multiple evaluation tools they trust. Assessors should also know the limitations of the tools they use, for those limitations will be compounded when they are applied to a CLD child.

"The psychologist needs to understand the limits of the assessment tools they are using and not rely on one score but do as much cross-validation as he can to verify what he suspects," said Benjamin Z.

Finally, those evaluating the student should gather all the information about the child: summaries of the interviews, the child's behavior, the child's academic performance (portfolio assessments are particularly useful), the child's social functioning, and any effects of the child's cultural and/or economic environment. This data, combined with the conclusions drawn from the assessment measurements, should provide the information needed to determine whether or not a child is eligible for special education. ■

New Recognition for CEC Teachers

CEC is proud to announce that it has been selected to participate in State Farm Insurance Companies' Good Neighbor Award program. Through this prestigious award created in 1990, State Farm Insurance Companies recognize select members of the teaching profession who are innovators in their field and who are dedicated to furthering excellence in education. In 1999, State Farm Insurance Companies will recognize special education teachers.

The State Farm Insurance Companies' Good Neighbor Award honors one innovative teacher per month, 10 months a year. Each award recipient receives a $5,000 contribution to the educational institution of his or her choice along with a presentation of the award at a school board meeting in each teacher's town. In addition, State Farm Insurance Companies run national print advertising that features each teacher and the innovation for which the teacher is being honored. Ads typically appear in national magazines as well as the teacher's local newspaper. Each ad also appears in subject-oriented teacher publications.

CEC is honored to have been chosen to participate in the State Farm Insurance Companies' Good Neighbor Award program. As special educators, we know our members are the authors of some of the most innovative, creative, and effective educational programs in use throughout the United States and Canada. The State Farm Insurance Companies' Good Neighbor Award gives us a unique opportunity to focus the attention of the public on the excellent work our profession accomplishes and the skill, knowledge, and leadership represented by our members.

CEC extends a heartfelt thank you to State Farm Insurance Companies for caring enough about education to create its Good Neighbor Award.

The State Farm Insurance Companies' Good Neighbor Award program application period will begin in January 1998. All CEC teachers, preschool-grade 12, are eligible to participate in the award program.

CEC Today will provide you with all the future information you need to participate.

Two CEC Training Events to Help You Implement IDEA Requirements on IEPs and Assessments

With the reauthorization of the Individuals with Disabilities Education Act (IDEA), educators will need to ensure they are implementing practices that not only uphold the intent of the law but also the letter of the law!

Many of IDEA's new provisions emphasize the connection between assessment and instructional programming. For example, the Individualized Education Program (IEP) must include an explanation of the extent, if any, to which the child will not participate in the general curriculum, as well as extra-curricular and other nonacademic activities. In addition, the law requires that the IEP include a statement of any modifications necessary for a child to participate in state- or district-wide assessments. If the IEP team determines a child's participation in a state- or district-wide assessment is inappropriate, the team must provide a rationale for its decision. The team must also indicate how the child will be assessed.

For students with exceptional learning needs, performance assessments offer an alternative to traditional standardized assessments. They provide a mechanism to define and assess educational outcomes for all students. Used with greater frequency at local, state, and federal levels to evaluate student progress and program effectiveness, performance assessments have tremendous potential to affect learning and enhance instruction.

CEC can help you make these required changes. CEC is hosting two upcoming professional development events to help educators understand the changes in the law and provide strategies on how to implement those requirements in the most professional and efficient manner possible.

CEC Institute on Performance Assessment and the Exceptional Learner

On December 12 and 13, CEC will sponsor an Institute on Performance Assessment and the Exceptional Learner. Working in conjunction with the Maryland Assessment Consortium, the institute will feature sessions presented by district, state, and national experts on topics such as

- Linking assessment to instruction.
- Appropriate accommodations and modifications.
- Alternative assessments.
- Analyzing performance data.
- Provisions about performance goals and indicators.
- Assessments in the newly reauthorized IDEA.

The first keynote address, "Performance Goals and Assessment: A New Paradigm for Special Education," will be presented by Maggie McLaughlin, University of Maryland. For the second day's keynote address, Lynn Malarz, CEC's Senior Director of Continuing Education, will provide participants with an overview of the key provisions in IDEA related to performance assessment.

Informative concurrent sessions and mini-workshops will be presented by John Haigh, Maryland State Department of Education; Jay McTighe, Maryland Assessment Consortium; Monty Neill, FairTest (The National Center for Fair & Open Testing); and Lynn Fuchs, Vanderbilt University.

In addition, participants can attend sessions led by CEC members Beverly Pish, Test Development Specialist, Prince George's County, MD; Teresa Roe and Lynn Keckler, resource teachers, Anne Arundel County, MD, as well as other testing specialists, district level personnel, and teachers.

CEC's Satellite Broadcast

CEC's second satellite broadcast on January 21 will also focus on the IDEA provisions on performance assessment and the IEP. A panel of state and national leaders will provide participants with an in-depth look at these two important sections of the law. This 3-hour teleconference originating from the Region IV Education Service Center in Houston, TX, can be delivered via satellite to a downlink site near you.

Each site will register with CEC for the low site registration fee of $249.00. Depending upon seating capacity, sites may invite as many participants as appropriate. Site facilitators may charge participants a nominal fee to defray the cost of the site registration fee and duplication of materials. If you have a site in mind, have them register now! To find a site in your area capable of receiving the downlink signal, contact local community colleges, universities, high schools, and professional development centers. Many of these organizations have the capability to receive a satellite downlink and may be willing to register a site. For more information, call 888/CEC-SPED. Ask about the special package price when you register for telecasts 2 & 3!

Host a Satellite Broadcast Site for Your Unit Meeting

CEC units can feature the Satellite Broadcasts at their meetings! One way to do this would be to join forces with a local school district that would actually host the site. CEC units that register to host a site will receive one copy of the following CEC publications: *Connecting Performance Assessment to Instruction, Creating Meaningful Performance Assessments: Fundamental Concepts, Performance Assessment and Students with Disabilities: Usage in Outcomes-Based Accountability Systems,* and CEC's *1998 Federal Outlook for Exceptional Children.*

CEC may be able to help you find a site in your area. Call 888/CEC-SPED for assistance.

Or, CEC units could buy the video and show it at a meeting. Unit officers can purchase the video at a discounted rate of $99. For more information, call 888/232-7733. ■

CEC's IDEA 1997: Let's Make It Work *will also provide answers to your questions about IDEA and explain key provisions in plain English. Call 888/232-7733 to order.*

Congratulations to CEC's Newest Professionally Recognized Special Educator Recipients

Special Education Teaching

Elizabeth M. Appel, PRSE
Marianne Bednarz, PRSE
Sandra J. Brueck, PRSE
Patricia Jill Crevoiserat, PRSE
Lois A. Demers, PRSE
Philip S. Doonan, PRSE
Terri Ann Young Eastridge, PRSE
Judi M. Ettinger, PRSE
Kathleen M. Fanelli, PRSE
Lottie Jean Gaffney, PRSE
Lenaire Grigsby, PRSE
Helen J. Grynkiewicz, PRSE
Arlene Gunther-Doherty, PRSE
Stuart A. Harrington, PRSE
Marc D. Hissam, PRSE
Michael H. Jacobson, PRSE
Matt Jennings, PRSE
David R. Joseph, PRSE
Terri Emi Kato, PRSE
Kim Keenan, PRSE
Janis Lydick Kenyon, PRSE
Anne S. Kimmey, PRSE
Deborah Klein, PRSE
Marianna Klon, PRSE
Sheila A. Langston, PRSE
Maureen A. Leonhardt, PRSE
Karen B. Lieberman, PRSE
Michael P. Livovich, Jr., PRSE
Patrick J. McDaniel, PRSE
Rosemary E. McLaughlin-Murphy, PRSE
Ashanthi Maryse Mendis, PRSE
Karyn Palmieri Moore, PRSE
Mitchell S. Nelson, PRSE
Irene M. O'Brien, PRSE
Jude O'Connor, PRSE
Gayle L. Oguro, M.Ed., PRSE
Thomas O'Shea, PRSE
Elizabeth Cecilia Purcell, PRSE
Jacqueline I. Risley, PRSE
Jeanette T. Roberts, PRSE
Matty B. Rodriguez-Walling, PRSE
Cynthia Louise Rumpel, PRSE
Cheryl Shenker, M.S.Ed., PRSE
Janice M. Stetzel, PRSE
Patricia M. Swenson, PRSE
Susan Gregory Swirbul, PRSE
Alyce A. Thompson, PRSE
Richard Frederick Thrift, PRSE
Deborah Carol Weeks, PRSE
Laleda L. Williams, PRSE
Stuart H. Wittenstein, Ed.D., PRSE
Jane S. Yoak, PRSE

Special Education Administration

Dr. Beverly Smythe Blount, PRSE
Dr. Anita Bruegger Avery, PRSE
Lois A. Demers, PRSE
Kathleen M. Fanelli, PRSE
Michael H. Jacobson, PRSE
David R. Joseph, PRSE
Daniel P. Kremin, Ph.D., PRSE
Michael P. Livovich, Jr., PRSE
Virginia A. Meek, PRSE
Robert B. Sieff, PRSE
Richard L. Staley, PRSE
Eric H. Wigode, PRSE
Stuart H. Wittenstein, Ed.D., PRSE

Educational Diagnosis

Beverly Smythe Blount, PRSE
Melissa Anne Roberge, PRSE
Cheryl Shenker, M.S.Ed., PRSE

For more information about the PRSE program, call 888/232-7733, e-mail: cecprof@cec.sped.org, or http://www.cec.sped.org/ps-menu.htm

CEC/NCATE Folio Writer's Workshop

Learn How to Prepare a Folio to Meet the New CEC/NCATE Special Education Teacher Preparation Guidelines

CEC has scheduled a one-day workshop for college and university personnel who are preparing folios to respond to the new CEC/NCATE curriculum guidelines. At the workshop, we will present a comprehensive look at folio preparation and what you need to do to make your folios successful. The workshop will

- Clarify the intent of particular standards.
- Demonstrate frameworks for preparing folios.
- Demonstrate how to complete the matrices.
- Demonstrate how to present supporting evidence.
- Explain how reviewers analyze the folios.
- Provide individualized assistance to resolve problems you may have.

The workshop will be held on

November 11, 1997

9:00 am - 5:00 pm

Hyatt Regency Savannah

Savannah, Georgia
(prior to CEC's Teacher Education Division Conference)

Registration Fee

Registration for the workshop is $200.00 for CEC members and $300.00 for nonmembers.

CEC can also provide training workshops on your campus. The cost for an on-campus workshop is $800.00 per day plus travel and expenses.

More information and a copy of the registration form can be found on our Web site: http://www.cec.sped.org/ps/wkshp.htm

If you have any questions or need further information, contact Margie Crutchfield at 703/264-9484, margiec@cec.sped.org, or Sabata Morris at 703/264-9466, sabatam@cec.sped.org.

Fetal Alcohol Syndrome—the Misdiagnosed Disability

Chances are you have already taught at least one student who suffered from the effects of prenatal alcohol exposure. The odds are even higher that you will encounter more of these students in the future.

The disabilities resulting from prenatal alcohol exposure, Fetal Alcohol Syndrome (FAS) or the less severe Fetal Alcohol Effect (FAE), may be the least diagnosed and most misunderstood disability affecting students today—despite the fact that approximately one in 750 infants are born with FAS each year, and one in 350 with FAE. Some experts believe that between one-third and two-thirds of all children in special education have been affected by alcohol in some way, according to the National Organization on Fetal Alcohol Syndrome.

FAS is a cluster of irreversible birth defects that develop in infants of some women who drink heavily during pregnancy. The defects include growth deficiencies, central nervous system dysfunction, brain damage, facial malformations, and varying degrees of major organ system malformation. Children with FAS are also likely to have mental retardation and/or severe emotional disorders (SED).

FAE is the term applied to individuals who show some but not all of the signs of FAS and who have a history of exposure to alcohol before birth. Children with FAE are likely to be found to have a learning disability, Attention Deficit Disorder (ADD), and/or SED.

Though FAS/E has received a lot of attention in the Native American population, it is a disability that affects children of all races and of all economic levels.

Characteristics of Children with FAS/E

Appearance

Like students with learning disabilities, children with FAS/E can be difficult to characterize. Although their disability has the same origin, they can exhibit that disability in very different ways. While students with FAS are relatively easy to identify by their physical characteristics, that is not necessarily true for students with FAE. Indeed, these students can present the opposite image of a youngster with disabilities. They often are bright eyed, outgoing, and engaging. Unfortunately, these attributes set them up for misunderstanding and/or misdiagnosis, for educators and others attribute their learning and behavior difficulties to laziness or lack of motivation.

Learning Problems

Students with FAS/E can exhibit a host of learning problems such as erratic learning patterns, difficulty maintaining attention, memory problems, and difficulty with comprehension. They can have a concept down cold and forget it the next day—only to remember it at a later date. Their ability to maintain attention has also been shown to be extremely variable, even under research conditions when the students are trying to do their best.

"Students with FAS/E are not tuned in, don't get all the information down, have memory problems, and don't give all the information back," said Anne Streissguth, the nation's foremost authority on FAS/E and professor at the University of Washington. "It plays havoc with their learning."

The sporadic learning described above, which is a manifestation of their disability, can reinforce the educator's belief that the student has the ability to perform the work but is simply not applying him- or herself.

Behavior Problems

Students with FAS/E also experience multiple behavior difficulties. They have difficulty communicating their needs, are easily frustrated, and have little control over their impulses—characteristics that set them up for social as well as academic failure.

Again, their disability can lead others to believe they are on top of things when they are not. For example, some students with FAS/E can be extremely verbal, saying all the "right" things, but they may not understand the meaning behind the words. Or, they may make comments that are out of context.

In addition, these students often don't know how to ask for what they want or need. At the very least, this can lead to frustration, failure, and inappropriate behavior, such as throwing a book across the room when the student gets frustrated. At the worst, it can result in the child harming him- or herself or others. Ray Thompson, professor at the University of South Dakota, said his daughter who is FAS/E and deaf completely shut down rather than express her desire to stay at home while attending school.

"She quit functioning," Thompson said. "She stopped eating and talking and started fighting. She didn't want to be in a home for the deaf. Figuring out what worked for her was wrenching."

Finally, the impulsivity of children with FAS/E, coupled with their inability to see the relationship between cause and effect and their desire to be accepted, can leave them vulnerable to manipulation. Often, it is the child with FAS/E who has been talked into giving away their lunch money or being the one to steal from a store. They are also the ones who are usually caught.

These types of behaviors leave students with FAS/E open to a series of secondary disabilities. They have a shockingly high rate of disruptive school experience, according to Streissguth. Nearly 60% of individuals with FAS/E have been expelled or suspended, or they have dropped out of school. Approximately 42% have been in trouble with the law.

About 90% of students with FAS/E are also susceptible to mental health problems. They know they aren't performing as people expect them to, but they can't change their behavior. They want very badly to fit in and be successful, but they don't know how. As a result, many children with FAS/E be-

Continues on page 13

FAS/E, *from page 12*

come depressed, discouraged, and suicidal.

Diagnosis of FAS/E

Though it is crucial that children with FAS/E be diagnosed early, it is extremely difficult to accomplish because few doctors, psychiatrists, or educators are familiar with the disability. Diagnosis is further complicated by the fact that some professionals are reluctant to diagnose a child with FAS/E because it implies the child's mother has done something wrong, according to Streissguth. Instead, children with FAS/E may be identified as ADD, which is not as useful in understanding or helping them, she said.

Students with FAS/E are placed in a variety of educational settings. Because FAS/E is not recognized as a disability category, some students with FAS/E can be found ineligible for special education, even though they are struggling in general education classes. As mentioned above, others, particularly those with FAE may be identified as LD, ADD, or SED. Students with FAS are often identified as mentally retarded. Also, because of poor motor development, students who are FAS/E may receive occupational or physical therapy.

FAE and Learning Disabilities

Students whose learning disability results from prenatal alcohol exposure often differ from students with other types of learning disabilities, according to Streissguth. For example, while many children with LD have difficulty with reading, the predominant deficit of students with FAS who are LD is arithmetic, she explained. They also have difficulty with reasoning and abstract thinking.

Teaching Strategies for Children with FAS/E

Experts in the field recommend that educators and others who work with students with FAS/E employ the following instructional strategies.

- Provide a lot of structure. Teachers should explain ahead of time what will happen, when it will happen, and what is expected. If there is to be a change in the schedule or the class will be changing from one activity to another, the student with FAS/E should be warned in advance.
- Overteach. In addition to direct instruction, use a lot of repetition to teach new skills and concepts. Use identical language when explaining ideas or rules.
- Break assignments into small pieces and/or provide extra time to complete tasks.
- Keep an eye on students with FAS/E and offer assistance when they need it. Teach them how to ask for help.
- Teach students how to recognize emotions and appropriate social skills. Provide a lot of practice and concrete examples. Showing a student how someone looks when they are happy or sad is a good technique, as is role playing.
- Have a "time out" room where these students can go when they become

Continues on page 15

CEC
honor roll

Thomas Kelsh, Executive Director of Capital Assessments and past president of CEC's New York Federation, was asked to participate in a professional development workshop for education reporters in New York. Kelsh's presentation addressed how the media can do a better job of covering special education.

Roberta Ramsey, professor at Georgia Southwestern State University and member of CEC Chapter #25, was selected for the Andrew College 1997 Fulbright Summer Seminar in Singapore and Malaysia.

EXTRA
credit

Jobs for Individuals with Disabilities—Pizza Hut Jobs Plus™ has announced a national goal to employ 2,500 persons with disabilities by 12/31/97. Pizza Hut is specifically interested in individuals registered with their state vocational rehabilitation agency and/or SSI/SSDI recipients. Contact Integrated Resources Institute, 800/704-5293, for free job development assistance and information about the program.

Award for Published Educators—The 1998 Louisville Grawemeyer Award in Education honors author(s) of a work of outstanding educational achievement published in the recent past that is judged to have the most potential for worldwide impact. The winner receives a cash prize of $150,000. Nominations are due December 1, 1997. For more information, contact Dean's Office, School of Education, University of Louisville, Louisville, KY 40208, 502/852-6411.

School Bus Safety Kit—Deckart Limited's School Bus Safety Kit, for students grades K-3, contains an activity booklet and lesson plans. Cost: $29.95. Contact Deckart Limited, 800/595-TOYS.

Search for Colleges that Meet the Needs of Individuals with Disabilities—The Center on Education and Work has issued a call for nominations for 2-year colleges that use highly effective approaches to enroll, educate, and graduate students with severe disabilities. Two-year colleges include academic institutions, technical colleges, and vocational institutions. Deadline for questionnaires: January 15, 1998. For more information, call 608/263-2724.

Volunteers Needed to Host Teleconference Sites on Instructional Approaches—The Foundation for Exceptional Innovations will host two national teleconferences featuring the *Amazing Discoveries* program authored by Tanis and James Bryan on February 23, 1998, 3:30-5:30 (Central). The teleconference will contain hands-on experiments and demonstrations that help students learn about social science. Host sites are free. For more information, call Cynthia Warger, 703/437-6542.

Should CEC Advocate for Better Working Conditions for Teachers?

BY STEVE WOODS

Working conditions for teachers directly impact the quality of instruction for their learners. There's no way around it. Load enough kids into a room, extend the age and disability range beyond all reasonable limits, deny the most reasonable funding requests for staff and materials, add a touch of violence, and even the best of special educators become less effective, at best. At worst...well, you've probably seen it. Let's hope you haven't lived it!

CEC has long been an outstanding advocate for the improvement of conditions for special needs students. It's voice is sought, heard, and respected by many, often by those in power. Generally, CEC's efforts have been directly in behalf of the disabled.

However, teaching conditions in many schools have become so bad as to negate hard-won advances advocated by CEC and others. It's time for CEC to enter the fray at both the federal and state levels, strongly advocating improved working conditions for special educators. Improvements in working conditions directly impact the learner.

At a time when the national political climate seems to be moving away from federal control, CEC must try to reverse that flow. Even under the federal legislation umbrella, the separate states still have widely varying special education laws and regulations. Some states have no binding caseload or class size restrictions. If protection for working conditions of special educators cannot be achieved at the federal level, CEC needs to become active in educating and directly lobbying state governments and legislatures.

What Should CEC Advocate For?

What should CEC address? Caseload and class size limits are needed now—yesterday, if possible. Resource rooms are regularly filled with widely varying disabilities, often mislabeled "just to place" students in special education. Socially acceptable less restrictive placements by misguided but well-meaning psychologists of severely disabled youngsters compound classroom problems. Have you recently heard, "Well, we really don't want to label them ...(insert the severe disability here)... at this point, even though they qualify?"

Programs are converted to inclusionary with minimal staff additions. The safety of both students and teachers continues to need to be addressed. Funding needs to be increased, and spending somehow monitored to ensure funds go where they were intended.

Isn't This Somebody Else's Job?

Teachers' unions represent far too wide a cross-section of teachers and needs to make these issues a top priority. School administrations often do an excellent job of protecting working conditions for special education teachers. Just as often, special education is still a dumping ground.

It's time for CEC to speak out about the actual conditions in which many special students learn and in which their teachers teach. All too often the reality of well-intentioned federal and state legislation on special education results in little or no improvement in education or teaching conditions. Some reporting changes in the new special education law may actually prove counterproductive for those with moderate to excessive caseloads (read that as most of us).

The norm of special education is professional, dedicated teachers unable to accomplish those things they most wish with their students because of crushing caseloads and class size, violence in the classroom, and "socially acceptable" purposeful misplacements by administrations and psychologists (i.e., "Yes, Johnny's certainly behaviorally disordered, but we'll protect him and call him learning disabled... Mildly Mentally Handicapped (MiMH)," or "Sally really qualifies for Moderately Mentally Handicapped, but our (incredibly overworked) MiMH teacher, Ms. So-and-so, is so good that we'll put her there.") and just plain uncaring administrations.

As with the regular classroom, a harried, over-worked staff does not produce as positive results as they could in an improved teaching situation. Special education is no different. If CEC is to continue being a leading advocate in special education, the time is right to speak out for improved teaching conditions for those who are in the classroom with the disabled every day.

Steve Woods is a special education teacher from Sullivan, IN, and a member of CEC's Indiana Federation.

Letters to the Editor

I am moved after reading the article, "Who Should Learn New Behaviors? The Students or the Teachers?" (June, 1997) by Herbert Foster to comment on a truth we should all adhere to as "educated" people. It speaks to a change in attitude which could tackle, if not cure, the problem of stereotyping and the damage done by bias in our society.

On a broad spectrum, this change in attitude could encompass an issue which was recently debated and widely misunderstood—that of Ebonics. I believe this issue, as well as other related issues, hinder communication between and among groups and serve to further divide us along racial and class lines.

Please encourage individuals such as Mr. Foster to continue to "Speak Out" with this message to educate the educators so that they may earn the respect they deserve through respect for others.

Carolyn Kehinde, student
Prairie View A&M University
Prairie View, TX

Speaking Out reflects the opinions of individuals. Your comments are welcome!

FAS/E, *from page 13*

overstimulated.

- Try to prevent explosions before they happen by learning the student's triggers.
- Review consequences of behaviors. Ask them to tell you the consequences.
- Provide a lot of positive reinforcement.
- Have the student repeat back his or her understanding of instructions.
- Remember, the students' behaviors are symptoms of FAS/E. They're not purposely trying to annoy you or play games.

Parental Involvement and Support

Parental involvement is essential for children with FAS/E. Parents must not only provide a stable and nurturing home environment, they must also learn how to respond appropriately to their child. It is also crucial that the parents and educators work together to exchange information concerning the child's learning goals and achievements, behavior patterns, and/or concerns.

Parents of these children also need to get support for themselves, for families who do not have such support end up disrupted in some way, says Thompson. To help parents cope with the challenge of raising a child with this disability, many communities have created support groups. In these groups, families can share concerns, information about doctors and psychiatrists knowledgeable about the disability, and how to get services for these children.

An Uncertain Future

Adulthood is fraught with uncertainties for children with FAS/E. On the positive side, many individuals with FAS/E are fully capable of learning job skills and holding down a job for long periods of time. However, to accomplish this goal, they need ongoing support and to work in a structured environment. Many adults with FAS/E need some type of assisted living arrangement.

However, adult life and responsibilities can be overwhelming to others with FAS/E. Through bad judgment, lack of impulse control, or gullibility, some individuals with FAS/E can end up breaking the law and in jail. ■

Straight Talk, *from page 5*

funds to assist in achieving compliance. However, agencies such as the Department of Justice and the Department of Education periodically provide grant funds for various ADA training efforts.

Individuals with Disabilities Education Act (IDEA)

Because *CEC Today* has covered IDEA extensively in previous issues, we are presenting only a short overview here. As you know, IDEA is the federal law that ensures that children with disabilities receive a free, appropriate public education in the least restrictive environment.

Who Can Receive Special Services Under IDEA?

Students ages 5 and older who receive educational services under IDEA must be determined to have one or more disabilities identified by the federal government. Those disability categories are specific learning disabilities, mental retardation, other health impaired, hearing impairments including deafness, multiple disabilities, speech or language impairments, visual impairments including blindness, serious emotional disturbance, orthopedic impairments, autism, and traumatic brain injury.

Depending on their state and local district, schools may identify students ages birth-9 as developmentally delayed rather than having a specific disability.

What Procedures Do I Have to Follow for Students Who Receive Assistance Under IDEA?

IDEA's procedural safeguards and evaluation/placement procedures are the most extensive of the three laws. IDEA is the only law that mandates that students with disabilities have an Individualized Education Program (IEP), which is developed by a team of qualified individuals, including the child's parents, who are knowledgeable about the child. IDEA also mandates that districts notify the student's parents or guardians in writing concerning identification, evaluation, and/or placement of their child in special education. In addition, IDEA, unlike Section 504, requires that the child's parents be members of any group that makes decisions about the educational placement of their child.

IDEA also delineates specific requirements for local education agencies to provide impartial hearings for parents who disagree with the identification, evaluation, or placement of the child.

How are Services Provided Under IDEA Funded?

Unlike Section 504 or ADA, IDEA provides federal financial assistance to state and local education agencies to guarantee special education and related services to eligible children with disabilities.

Issues Concerning Section 504 and IDEA

Recently, educators have expressed concern about Section 504 and IDEA and the way the laws are being implemented. Because Section 504 protections are so broad, an increasing number of students who do not qualify for special assistance under IDEA may receive services under Section 504. As mentioned above, students with ADD may receive accommodations under Section 504, as might students who are at-risk but fail to qualify for a specific disability category.

Schools fear that more parents will try to get special services under Section 504 rather than IDEA, because Section 504 does not require students to be identified under a specific disability category. The trend to invoke Section 504 for special assistance for students is cause for concern, for schools must provide accommodations without receiving additional funding to do so.

On the other hand, educators are also concerned that some students who receive special assistance under Section 504 may have other disabilities that go unrecognized and/or untreated. ■

For a more complete analysis of these three laws, please see the Public Policy area of the CEC Web site: http://www.cec.sped.org/pd-menu.htm

CALENDAR OF CEC *events*

october

October 2-3, 1997
Idaho Federation Conference, "Imagine the Possibilities." Sun Valley, Idaho. Contact: Deb Hedeen, 208/236-4143.

October 2-4, 1997
CCBD International Conference, "Creating Positive School Communities for the 21st Century: Strategies for Keeping Kids with Problem Behaviors in School." Harvey DFW Airport Hotel, Dallas (Irving), TX. Contact: Lyndal Bullock, 817/565-3583.

October 9-10, 1997
CEC Institute on Adapting Curriculum for Exceptional Learners: "Creating Academic Success for All." Seattle, WA. Contact: CEC Headquarters, 888/CEC-SPED.

October 9-11, 1997
South Dakota CEC Federation Conference, "A Patchwork of Promising Practices." Holiday Inn - City Centre, Sioux Falls, SD. Contact: Twila Baedke, 605/338-3415.

October 16-17, 1997
Kansas Federation Conference, "One Child at a Time." Harvey Hotel, Wichita, KS. Contact: Susan Bowles, 913/625-3257.

October 16-18, 1997
DCDT International Conference, "Creating Amazing Transitions." Doubletree Paradise Valley Resort, Scottsdale, AZ. Contact: Ann Marie Cook, 703/698-6091.

October 17, 1997
MNCCBD/MEED Conference, "Students with EBD: Challenging More Than Just the Schools." University of St. Thomas, St. Paul, MN. Contact: Carol Davis, 612/624-5547.

October 17-19, 1997
Florida Federation Conference, "Celebrating Creative Connections." Adams Mark Hotel at the Florida Mall, Orlando, FL. Contact: Lee Sherry, 813/553-3184.

October 30-31, 1997
Wisconsin CEC Federation Conference. "Celebrating 75 Years of Service to Children with Exceptional Needs." Pfister Hotel, Milwaukee, WI. Contact: 414/546-3000.

October 30-November 1, 1997
Canadian Tri-Conference Involving CCEC, Saskatchewan CEC Federation, Saskatchewan CCBD Subdivision, "Reclaim the Spirit: Empowerment in Teaching, Learning, and Parenting." Ramada Plaza, Regina, Saskatchewan. Contact: Bill Gowling, 613/747-9226.

October 30-Nov 1,1997
Ontario CEC Federation Conference, "Challenge Each Community, Catch Every Child." London, ON. Contact: Teresa Levschuk, 519/452-2362.

november

November 6-7, 1997
Pennsylvania Federation 38th Annual Convention, "New IDEA(s) in Special Education." Hershey-Harrisburg Holiday Inn in Grantville. Contact: David Bateman, 717/532-1460.

November 6-7, 1997
Arkansas Federation Conference. Hot Springs Convention Center. Contact: Jon Rainbold, 501/362-3404.

November 6-7, 1997
CEC Regional LCCE Training, Reston, VA. Sheraton Reston Hotel. Contact: Anmarie Kallas, CEC Headquarters, Reston, VA, 703/264-9473.

November 6-7, 1997
Mississippi CEC Federation Conference, "The Changed IDEA: Lighting Pathways to Excellence for Students with Disabilities," Ramada Inn Southwest, Jackson, MS. Contact: Diana Rotenberry, 601/857-5222.

November 6-7, 1997
West Virginia CEC Federation, "Reaching for the Stars." Holiday Inn, Parkersburg, WV. Contact: Jim Smiley, 304/367-1431.

November 6-8, 1997
New York State Federation Conference, "Celebrating the Challenge of Diversity in Special Education." Hotel Pennsylvania, New York, NY. Contact: Marsha Lupi, 212/772-4701.

November 6-8, 1997
Illinois Federation 1997 Fall Convention. Arlington Park Hilton, Arlington Heights, IL. Contact: Robert Abbott, 847/578-0949.

November 7-8, 1997
South Carolina CCBD Subdivision Conference. Hilton, Myrtle Beach, SC. Contact: Sara Richardson Turpin, 864/653-7227.

November 12-16, 1997
20th Annual TED Conference, Savannah, GA. Contact: Diana Hammitte, 912/681-5301.

November 12-15, 1997
CEDS 4th Topical Conference: Assessment—The Key for Successful Intervention." Arlington Park Hilton, Chicago, IL. Contact: Carol Swift, 810/370-3067.

THE COUNCIL FOR EXCEPTIONAL CHILDREN
1920 Association Drive
Reston, VA 20191-1589

NONPROFIT
ORGANIZATION
U.S. POSTAGE
PAID
RICHMOND, VA
PERMIT NO. 930

CEC today

EXCLUSIVELY FOR MEMBERS OF THE COUNCIL FOR EXCEPTIONAL CHILDREN

VOL. 4 NO. 5
NOVEMBER/DECEMBER 1997

Reading Difficulties vs. Learning Disabilities

Many children with reading problems may not have a learning disability.

Are too many students being identified as learning disabled? For many in the education community, the answer is yes.

The high number of students identified as having learning disabilities—50% of all students with disabilities—is causing speculation that the methods used to determine the presence of a learning disability is invalid. The problem centers around the approximately 80% of students with learning disabilities who have reading problems. All but a very small percentage of these students have been misidentified, according to some education experts. Most reading difficulties stem from factors such as poor instruction, lack of reading readiness, and/or cultural differences, which can be overcome with early intervention and intensive reading instruction, they say.

These arguments are gaining strength among both special educators and reading specialists. Correctly defining what a learning disability is and accurately identifying those students who are learning disabled will not only lower the number of students classified as learning disabled (to less than 3%) but will also better enable special educators to serve them, according to education experts. As a result, special educators would be able to provide more effective instruction to their students. In addition, researchers could conduct studies on a more homogeneous group of students, which would yield effective instructional strategies that address processing and/or neurological deficits, according to special education and reading specialists. Those students whose reading difficulties stem from factors such as poor instruction would be served by reading specialists.

Research is adding weight to the argument. The data could indicate that most students who have reading problems haven't been taught well, according to Reid Lyon, neuropsychologist at the National Institute's Child Health and Human Development Department of NIH. Recent studies have shown that when students with severe reading problems are given early, intensive instruction, nearly 95% can reach the national average in reading ability, he added.

"This is an important issue that needs to be addressed," said Nancy D. Safer, CEC's executive director. "While CEC agrees that not all students classified as learning disabled have a neurological or processing deficit, a significant number do. We must be sure that all students who do have a learning disability are identified and receive appro-

Continues on page 9

Strategies to Meet IDEA 1997's Discipline Requirements

Jamie, a high school student, brought a gun to school. Under his school's disciplinary policy, he should be expelled. But, Jamie has a disability, and IDEA 1997's new discipline regulations prohibit schools from expelling students with special needs. Instead, IDEA mandates that schools continue to provide educational services to Jamie regardless of whether or not his action was related to his disability. However, those services may be provided in an alternative setting.

These and other IDEA 1997 discipline policies require that special educators at all levels take a more proactive role in enacting discipline procedures for students with disabilities. As part of the Individualized Education Program (IEP) team, special educators will participate in the creation of behavioral interventions for students who exhibit dangerous and/or unruly behavior, as well as implement those interventions. In addition, the IEP team will not only determine whether

Continues on page 5

inside

It's Here! CEC's Job Bank 3
To Hug or Not to Hug 6
Notetaking for Students with Mild Disabilities 12

Looking for a Gift for a Colleague or Special Teacher? Give CEC's Special Commemorative Statue

Commissioned for CEC's 75th anniversary, the "Teach a Child to Touch a Star" statuette portrays the special bond between a teacher and a student. Created by renowned artist Thomas F. Clark, this hand-crafted figurine is a collector's item that any teacher will be proud to display. Plus, all proceeds from the statue go to the CEC Center for Special Education, which supports many of CEC's key educational projects. To order, call 888/CEC-SPED. Cost: $64.95.

New Career Flyers Available

The National Clearinghouse for Professions in Special Education (NCPSE) recently published four new career flyers for their series on career options for people interested in working with children with disabilities in the public schools: *Educational Diagnostician, Art Therapist, Paraeducator,* and *Interpreter.*

Each colorful four-page flyer describes the nature of the work, the setting in which the professional works, education requirements, personal qualities, job outlook, and advancement opportunities. The publications are written primarily for middle school and high school audiences but are appropriate for any career information seekers.

These flyers join others previously developed by NCPSE: *Early Childhood Educator, Special Education Resource Teacher/Elementary Level, Adaptive Physical Educator, Occupational Therapist, Physical Therapist, Speech-Language Pathologist, Assistive Technology Specialist,* and *Secondary Special Educator.*

To receive a free copy of any of the publications, contact the National Clearinghouse for Professions in Special Education, 800/641-7824, E-mail: ncpse@cec.sped.org

Join a CEC Standing Committee and Increase Your Voice in CEC

CEC's standing committees give members a unique opportunity to work closely with special education leaders, help shape CEC policy, and earn recognition in the field.

CEC members may nominate themselves, or they may be nominated by other CEC members or units. Committee appointments are for 3 years, although appointments may be made for a shorter duration to fill vacancies on committees. CEC's eight standing commitees are

- **Credentials and Elections.**
- **Advocacy and Governmental Relations.**
- **Ethnic and Multicultural Concerns.**
- **Finance and Operations.**
- **Governance.**
- **Membership and Unit Development.**
- **Professional Development.**
- **Professional Standards and Practice.**

Criteria for nomination include current membership in CEC, knowledge and experience in the areas focused on by the committee and/or in relation to specific member groups the nominee represents, and the commitment to give the time and complete the tasks necessary to perform committee responsibilities. Committee members are also selected to ensure diversity in the role, gender, ethnicity, disability, and regions of the U.S. and Canada. Nominees participate in the committee meetings held at the annual convention (generally not paid by CEC) and should be free to travel to CEC Headquarters for a committee meeting should one be scheduled. For more information or a nomination form and instructions, contact Karen Ulans, 703/264-9487, or see the CEC Web site, http://www.cec. sped.org. Nominations are due by December 31, 1997. ■

Be a Part of CEC's 75th Anniversary Sponsorship Program

CEC's 75th Anniversary Sponsorship Program is in full swing. Through the Sponsorship Program, CEC hopes to raise $75,000 to support the Center for Special Education. Established in April 1990, CEC's Center for Special Education continues to support many key educational projects.

This year, the Center will continue to support the exploration of significant special education concerns, convention keynote speakers, the establishment of teacher networking activities and collaborations on current issues, and projects to improve the infrastructure for children's services in developing countries. Your contribution will also further educational opportunities and knowledge through programs such as the Clarissa Hug Teacher of the Year, the Scholar in Residence Program, and CEC's distinguished lecture series.

There are many levels of participation and all size gifts will be appreciated. Our hope is that every friend, member, and associate who can will participate in this extremely worthwhile program.

CEC will give those who donate at least $500 a special recognition. These individuals will be honored through a permanent sponsorship plaque located at CEC Headquarters, and those contributing between $100-$499 will have their names permanently displayed as a CEC Patron Sponsor.

Donations should be sent directly to CEC, attention Linda Williams, 1920 Association Dr., Reston, VA 20191. Please make your check payable to CEC Sponsorship Program. The 75th Anniversary year ends December 31, 1997.

If you have any questions, please contact Kenneth Collins at 888/232-7733 ext. 507, or ken@cec. sped.org. ■

It's Here! CEC's Job Bank!

CEC is pleased to announce an exciting and valuable new benefit for CEC members—a complete job bank! CEC's Career Connections consists of three different programs designed to link special educators seeking employment with employers seeking special education professionals. Career Connections is the only job bank on the Internet devoted exclusively to special education professionals. The program includes

- **Internet Job Posting Service**
- **Resume Referral Service**
- **Consultant, Trainer, and Expert Witness Directory**

The **Internet Job Posting Service** is an online bulletin board listing job vacancies. Employers post job vacancies on the Internet-based job bank that is accessible only through the CEC Web site. Job seekers can gain access to the database and search it by geographical location, job title, or other key words. There is no fee to search the job bank.

The **Resume Referral Service** is a database of resumes that employers can search to find appropriate applicants. Interested special educators fill out a standard information application form and submit the form and their resume. The form and resume are added to a database. Employers search this database to locate qualified applicants and then contact them to arrange for an interview. This service can be utilized by special educators who are actively seeking employment, as well as those who simply want their resumes to be available to employers and would be interested if an appropriate opportunity became available. And, you can "lock out" your resume so that it cannot be accessed by your current employer!

The cost to list your resume for six months is $20 for CEC members, $10 for students. However, members are offered an introductory discount of 50% until October 1998.

The **Consultant, Trainer, and Expert Witness Directory** is an online listing of resumes or information profiles of special education professionals available as consultants, trainers, or expert witnesses. The directory is exclusively for CEC members. Professionals submit a standard information form and their resume or profile, which are included in a searchable database. The database will be accessible through the CEC Web site or can be purchased on disk. The database can be searched by specialty area, geographic location, or other key words. Although searching the database is free, there is a fee to be included in this directory.

Planning to attend the CEC Annual Convention in Minneapolis, April 15-18, 1998? Post your resume on the Resume Referral Service at least two months prior to the convention so that you'll be included in a special listing to be provided to employers who will be recruiting at the convention. These recruiters will use information from the Resume Referral Service to set up interviews with potential candidates at the convention. You may also post your resume during the convention, and you'll be included in a listing to be provided to the recruiters after the convention.

Best of all, it doesn't cost you anything to check out CEC's Career Connections! You'll find information on the "What's New" page of CEC's Web site: http://www. cec.sped.org. Or, call 888/232-7733 for more information. ■

CEC's Member Get a Member Campaign Heats Up!

CEC members and units have poured on the steam in this past month. New members are coming in every day, and current members and units are winning free prizes for their efforts. The leaders in the campaign are

- University of Wisconsin-Eau Claire Chapter #518 (WI)
- East Stroudsburg University Chapter #909 (PA)
- Dowling College Chapter #1141 (NY)
- Jennifer Tong (BC)
- East Carolina University Chapter #680 (NC)
- Illinois State University Chapter #648 (IL)
- Central Michigan University Chapter #566 (MI)
- Sheila Barnes (OK)
- Florida Atlantic University Chapter #314 (FL)
- University of Houston-Clear Lake Chapter #1148 (TX)

inside

NOVEMBER/DECEMBER 1997 VOL. 4 NO. 5

CEC Today is published 10 times a year, Jan/Feb, March, April/May, June, July, Aug., Sept., Oct., Nov. and Dec., by The Council for Exceptional Children, 1920 Association Drive, Reston, VA 20191-1589. Telephone 888/232-7733, TTY 703/264-9446, lyndav@cec.sped.org, WWW: http://www.cec.sped.org.

CEC Today is not copyrighted. Members are encouraged to copy and disseminate information in this publication.

CEC President: Linda Marsal

Executive Director: Nancy D. Safer

Editor: Lynda C. Voyles

Contributing Editors: Jacki Bootel, Public Policy; Jean Boston, Publications; Jane Burnette, Information Services; Margie Crutchfield, Professional Standards; Anmarie Kallas, Continuing Education; Caroline O'Connell, Communications; Grace Zamora Durán, Membership; Susan Simmons, Membership

Reading Difficulties vs. Learning Disabilties *1*

Strategies to Meet IDEA 1997's Discipline Requirements *1*

Join a CEC Standing Committee *2*

Be a Part of CEC's 75th Anniversary Sponsorship Program *2*

Member Benefits *3*

Advocacy in Action *4*

Student CEC Spotlight *6*

Canadian CEC *7*

Diversity *7*

Division Focus *8*

Professional Advancement *10*

Member to Member *12*

Speaking Out *14*
We Need a Better Way to Identify Students with Learning Disabilities

Calendar of Events *16*

Advocacy in Action

Special Education Receives Largest Appropriation Increase in History!

Congratulations to All CEC Members Who Advocated on Behalf of Exceptional Children and Youth

CEC is pleased to announce on November 13, 1997, President Clinton signed into law the 1998 Labor/HHS/Education appropriations bill, which boosted special education funding by $693 million. This 22% increase over last year's funding increases grants to states for special education to $3.8 billion. (See box for funding of specific programs.)

In addition, committee members noted the important role the clearinghouses play in collecting and disseminating information about children with disabilities and urged the Department of Education to continue to support them. "These clearinghouses, which provide valuable information to assist students with disabilities in planning successful education outcomes, reach millions of children, youth, and adults with disabilities and their families, and the professionals who work with them," stated the conference report.

CEC congratulates its members on the excellent job they did to ensure Congress approved these appropriations. Your many visits, calls, and letters to Congressional members are reflected in this unprecedented support of special education. On behalf of the children and youth we serve, CEC thanks you.

FY 98 Appropriations for IDEA Programs

All numbers are in millions

State Grants	
Grants to States (Part B)	3,801.00
Preschool Grants	373.99
Grants for Inf. & Fam.	350.00
State Program Improvement Grants	35.20
Research and Innovation	64.51
Personnel Preparation	82.14
Coordinated Technical Assistance, Support, and Dissemination of Information	44.56
Parent Training	18.54
Technology Development, Demonstration and Utilization, and Media Services	32.52
IDEA TOTAL	$4,810.65
Title X Part B (P.L. 103-382)	
* Gifted and Talented Grants	$6.5

National Testing

The bill includes a compromise on voluntary national testing. The final agreement states the National Assessment Governing Board will help develop the reading and math tests. In addition, the National Academy of Sciences will study the tests while they're being developed and report by September 1, 1998, on whether commercially available tests could be substituted for new national tests. The tests will not be administered in FY 1998.

ADD Eligibility Clarified in IDEA

IDEA 1997 draft regulations incorporate long-standing federal policy on IDEA eligibility for Attention Deficit/ Hyperactivity Disorder (ADD/ADHD). Under the proposed rules, children with ADD/ADHD would continue to be eligible for special services under the "other health impaired category" if the disorder is "determined to be a chronic health problem that results in limited alertness that adversely affects educational performance." Students with ADD/ADHD would also continue to be eligible for special education under the "specific learning disability" category or the "emotional disturbance" category if they meet the criteria for those definitions.

The Department of Education warns that children with ADD/ADHD still qualify for civil rights protections under Section 504 even if they do not qualify for special education.

CEC Speaks Out Against Expelling Students with Disabilities

In a letter published in the *Washington Post* on November 10, 1997, CEC challenged a school board member who contested IDEA's discipline provisions, particularly the mandate that schools cannot expel students with disabilities. Following is a copy of the letter written by Joseph Ballard, CEC's Director of Public Policy.

"In her article, 'Exceptions to the Rule,' November 2, 1997, Kristen Amundson claims that under the Individuals with Disabilities Education Act (IDEA), if a child with a disability commits a crime such as rape or assault, the school's only disciplinary recourse is to suspend the student for 10 days unless the school holds a hearing. In fact, the law provides for the reporting of any criminal activity committed by a child with a disability to the authorities.

Furthermore, the hearing that Amundson attacks as obstructive actually makes it easier for schools to remove students with disabilities from the classroom, not harder. The IDEA reauthorization says that for a student who is a danger to self or others, hearing officers can order an emergency change in the placement of a child with a disability. This regulation not only ensures students with disabilities are placed in an appropriate setting, it also expedites the process. Before, schools were forced to go to court to make the same determination.

Finally, Amundson says that for some students who exhibit dangerous behavior, anything short of expulsion is a cop-out. Expulsion is a short-term solution to a long-term problem. Studies have shown that students with disabilities who are refused educational services not only fall behind academically, they are also more likely to fail to return to school at all or they may engage in illegal activities while in an unsupervised environment. Furthermore, putting misbehaving students, regardless of whether or not they have disabilities, on the streets is putting communities at risk. Studies have shown that daytime crime rises in areas where schools suspend and/or expel large numbers of students regularly.

Students who have behavior problems especially need the opportunity to achieve academically and learn appropriate social skills. That is the only way these students have a chance to become contributing members of society rather than contributors to crime and violence.

Ensuring our students, including those with severe behavior problems, receive an education that prepares them for a productive future is a cop-out? Expelling students is the cop-out—for students who have disabilities as well as their nondisabled peers." ■

Discipline, *from page 1*

or not the child's misbehavior is a manifestation of a disability but also recommend the appropriate interim alternative educational setting for students who need to be removed from their current placement.

While making it easier to remove children with disabilities who exhibit dangerous or violent behavior from the classroom, IDEA 1997 ensures these children continue to receive an appropriate education. Following are strategies to help special educators meet the law's requirements, as well as an update on the recently released regulations on IDEA's discipline policies.

Behavioral Interventions

One of the most wide-ranging issues special educators may face concerning IDEA 1997's regulations on discipline is the requirement that behavioral interventions be included in the IEP. The legislation states that if a student's behavior impedes his or her learning or that of others, the strategies and supports needed to address that behavior must be a part of the student's IEP.

To develop effective behavioral interventions, educators must complete three steps: perform a functional assessment of the student's behaviors, determine and implement intervention strategies, and evaluate them.

Functional Assessment

Assessing student behavior is a critical first step when planning behavioral interventions. Teachers should keep observations and records of student behavior patterns, which will give them an idea of where the student is functioning socially. Sylvia Rockwell, teacher of students with behavior disorders in Clearwater, FL, and member of CEC Chapter #716, also recommends using a checklist to rate behavior. Some checklists such as Goldstein's "The Prepared Curriculum" provide a hierarchy for social skills, so teachers can see where they need to start working with a student. Other lists, such as the Behavioral Objective Sequence, includes a behavior observation sequence, which outlines the behaviors a child typically masters at ages 5 or 6, in the elementary grades, and in adolescence.

"With these checklists, you can see that a student may be 15, but he hasn't mastered the behavior skills of a 5-year-old," Rockwell said.

Functional assessments can also help teachers hypothesize what a student is trying to gain from a particular behavior, according to George Sugai, professor at the University of Oregon and member of CEC's Oregon Federation. Inappropriate behaviors serve a purpose, he says. A child may misbehave in order to get attention from a peer or adult, escape a peer or adult, avoid a task that's too difficult, or for self-stimulation or self-injury. The interventions educators develop must meet the needs the child's inappropriate behavior is providing.

Effective Interventions

Developing successful behavior interventions is a complex process that must take into account the child's motivation for misbehaving, his or her likes and interests, and positive as well as negative reinforcements.

When devising an intervention program, it is crucial that educators develop realistic goals for student behavior, recommend experts in behavior management. Initially, teachers may need to accept behaviors that would ordinarily be deemed inappropriate. For example, with a student who exhibits explosive anger, a realistic first step might be to accept screaming or cursing as long is the child is not physically aggressive.

"We can't expect students to go from 60 to 0 in one step," says Rockwell. "Too often with behavioral interventions, we make that mistake."

It is also important to focus on positive behavioral interventions and desired behavior instead of punishing the student, according to Bev Johns, program supervisor for students with severe behavior problems at the Four Rivers Special Education District in Jacksonville, IL, and president of CEC's Council for Children with Behavioral Disorders. For example, behavioral interventions could include goals such as accepting a compliment well. Additionally, students should be recognized for appropriate behaviors with rewards that meet their interests.

The intervention strategy should also incorporate a system of logical consequences for inappropriate behavior. Johns says students do better when they learn from a problem, i.e., if the student destroys property, he or she should be required to repair or pay for the property.

An aspect of behavior intervention strategies that is often overlooked is environmental factors, and they can be easy to change. For instance, educators can erect a cardboard carrel for students who are easily distracted and engage in disruptive behavior, or they can bolt garbage cans to the table so students can't kick them across the room.

"There's no positive reinforcement that can compete with seeing that garbage fly!" said Rockwell.

Last but not least, behavioral interventions should be developed by as many people as possible who work with the child. Implementing the behavior intervention strategies must be a team-based effort so that students see consistency, says Sugai. The student should also participate in the development of the intervention strategies. Even very young children can give educators input, and older students should participate in the IEP meeting, says Johns.

Evaluation

As a final step in providing effective intervention strategies, educators must evaluate the strategies to assess how effective they are and determine which direction further work should take. Behavior management experts recommend looking at the plan at least once a month, if not weekly.

However, educators should give any intervention strategy at least 3 weeks before deciding whether or not it is working.

Alternative Placements

IDEA 1997 states that schools may place students with disabilities in alternative placements for up to 45 days if they are knowingly involved in drugs or carry a weapon to school. Addition-

Continues on page 15

To Hug or Not to Hug

BY ADAM MARONEY

With fears of being sued over a sexual assault case, more and more teachers are asking themselves whether or not they should hug or touch a student. Most lawyers will say teachers should not touch a child. However, a special educator realizes the importance of touch and finds such advice hard to follow.

Teachers' fear about touching students is understandable, for the news is filled with the horror of child abuse. Unfortunately, some of the abuse is by educators. So, why would a teacher not be fearful? Is giving a child a hug worth the risk of being sued and losing your career?

On the other hand, hugs are often an effective way to interact with and build rapport with students. Hugs can be used to tell a student "Good job!", to offer sympathy or understanding, or to give encouragement. Hugs can even be used to help offset the violence students are exposed to through the media, and perhaps, in their homes and communities.

Given the pluses and minuses, should teachers hug their students or not?

The Touch Test

Once there was a time when everyone could agree that there were "good" and "bad" touches. A pat on the back for a job well done or a consoling hug after a defeat or on a bad day was once considered a "good" touch. This "good" touch, "bad" touch is not so black and white any more. If you give a consoling hug, someone might think you lingered a little too long, hung on a little too tight, or your hands were a little too low.

In *Hands Off!! The Touchy Subject of Touching*, T. D. Prete offers the touch test when deciding whether a touch or a hug is appropriate or not. The touch test is simply a question you ask yourself, "Would you allow a stranger, teacher, coach, counselor, or anyone with whom you do not have a close personal or familial relationship to do this to you?" Your answer to this, he claims, will tell you whether or not your touch is appropriate.

But touching a child is more complicated than that. For example, when deciding whether or not to hug or touch a child, you should also consider the child's desires. Does he or she want to be touched or hugged? Some children who have been abused or who have tactile issues do not want to be touched. In fact, touching or hugging such a child may escalate a situation rather than enhance it.

The Law

To help sort out the situation, laws and ethical codes on the subject are being established. The Pennsylvania State Education Association offers the following guidelines on the use of touch: (1) consider the age, sex, and perception (maturity) of the child, (2) use touch only to praise or comfort, (3) ensure there is another adult present, and (4) briefly touch only the shoulder or arm.

The question of whether or not to hug or touch a child is not an easy one. No matter how good the educator's intention may be, the danger of a court case always looms. And while the guidelines outlined above are helpful, most teachers will not take the time to think them through in a crises or a spontaneous moment.

To hug or not to hug? The answer is up to each individual teacher and must be answered for each individual child. But, teachers who decide to hug their students should give the matter extensive thought beforehand. They should determine their own boundaries so that when a moment in which a hug would be appropriate occurs, their hug will remain within safe limits. ■

Adam Maroney is Student CEC's Vice President of Communications. He is a student at the University of Ohio at Cincinnati.

Do you think teachers should hug students? If no, why not?

CEC wants your opinion!

Tell us what you think about hugging and/or touching students. You can send CEC your answers to the survey below: Fax: 703/620-4334; write *CEC Today*, CEC, 1920 Association Dr., Reston, VA 20191; or send us your thoughts via the Web: http://www.cec.sped.org /nw/hug.htm. Survey results will be announced in *CEC Today* and on the Web.

Do you touch/hug students to relay sympathy or encouragement? Other circumstances?

Have you developed guidelines for yourself concerning touching/hugging students?

Does your school have guidelines concerning touching/hugging students?

Do you think there should be state or national guidelines regarding touching/hugging students?

Do you think touching/hugging is important to your students?

Other comments on this issue?

canada

Canadian CEC Sets 1997-98 Goals

from CCEC President Wayne Nesbit

Canadian CEC will focus on several important issues throughout this school year.

One of the primary areas Canadian CEC will work to address is the reduction of special education staff and resources. In recent years in Canada, phrases like "charting a new course," "better modulation of existing resources," and "right sizing" have often translated into a depletion of funds and supports. CCEC feels it is very important that this trend be reversed. In addition, CCEC is resolute that professional development will not be shunted onto a side rail.

Expanding the role of technology in professional development efforts, creating partnerships with other organizations committed to special needs education, and developing a Canadian advocacy handbook for advocacy training will be other important facets of CCEC's efforts.

CCEC will also improve membership recruitment and retention. The Canadian Executive and Board of Directors are exploring a number of initiatives aimed at membership growth with Nancy Safer, CEC's executive director. Given the links between membership and strength of voice, this is one of CCEC's most pressing issues.

Despite these concerns, it is important that special educators do not become stuck in cynicism. Our recent CCEC conference in Regina, Saskatchewan, had as its title *Reclaiming the Spirit*—a most appropriate theme for the current Canadian educational situation.

Through our work this year, CCEC will do its best to reclaim the spirit of special education as we work to meet the challenges we face. ■

diversity

CEC Appoints New Director for Diversity Concerns

Kayte M. Fearn, a longtime CEC member and former Director of Education Equity at California State University, Northridge, has been appointed to the position of Special Assistant to the Executive Director for Diversity Concerns. Under Fearn's leadership, CEC will continue its work to advance diversity issues within CEC and the field. Some of the issues Fearn will address include:

- Develop the Multicultural Symposium to be held in Washington, DC, November 1998.
- Organize an Institute on Disproportionate Representation in June 1998.
- Provide leadership for Headquarters staff to improve diversity practices throughout the organization.
- Develop materials, products, and activities for faculty/staff to prepare teachers to work with students from diverse backgrounds.
- Develop and implement training programs to help CEC constituents interact more effectively with those from diverse groups.
- Develop a recruitment campaign to increase the membership of individuals from diverse groups.
- Refine and implement recommended regulations, policies, procedures, and practices related to student identification, evaluation, family involvement, IEP development, reevaluation, and discipline to ensure the intended IDEA 1997 focus to improve services for and reduce disproportionate representation of culturally and linguistically diverse children is realized.
- Develop grant applications to support the development and implementation of proposed activities.
- Develop an initiative to encourage more leadership activities by CEC members from diverse groups.
- Serve as Staff Liaison for the Standing Committee for Ethnic and Multicultural Concerns. ■

Don't Miss These Exciting *TEC* Articles!

A Recipe for Efficient Co-Teaching introduces the Interactive Lesson Planning Model, an innovative co-teaching model that provides a practical, efficient way for general and special educators to plan units and lessons.

The ABCDEs of Co-Teaching presents five co-teaching models and describes the roles and responsibilities of general and special education teachers. The article discusses ownership of students, grades, classroom management, and more.

Working the Puzzle of Parent Participation identifies problems school districts may have in including parents in the special education process. Perceptions of disability and systems of communication involving families and schools are presented, as well as a checklist for assessing sensitivity in the special education process.

See the Nov./Dec. 1997 TEC *for these and other articles that can help you today!*

CLAS

The Culturally and Linguistically Appropriate Services (CLAS) Early Childhood Research Institute

CEC, as part of a multiple university collaborative, is acquiring materials for the Culturally and Linguistically Appropriate Services (CLAS) Early Childhood Research Institute, funded by the Office of Special Education Projects. The Institute will improve early intervention services to young children with disabilities and their families and support the people who provide those services by collecting, reviewing, and disseminating the most highly regarded culturally and linguistically appropriate materials and services.

The information CLAS obtains will be disseminated through a resource bank on the CEC Web site. A call for materials is currently underway.

For more information, e-mail: clas@cec.sped.org; harrietg@cec.sped.org; or http://ericps.crc.uiuc.edu/clas/clashome.html.

Division Focus

CASE

The Council of Administrators of Special Education

The CASE Board of Directors met in Chandler, AZ, in October. Key items on the agenda included a training session for CASE board members on the amendments to the new IDEA. Board members are now able to offer statewide professional development sessions on the amendments. Also on the agenda was an update of the CASE Strategic Plan.

CASE members have been active in efforts to increase federal appropriations figures for IDEA. These activities have continued since mid-winter last year. Congratulations to all those who joined in this effort to get the largest increase in special education appropriations in history!

The CASE International Conference on Public Policy in Special Educaiton was held in San Diego, CA, in late November. Members are now looking forward to the CASE Institute, which will be held January 28-30, 1998, in Clearwater Beach, FL. Nonmembers may obtain registration information by contacting the CASE office at 505/243-7622.

The newest CASE publication, *Safe Schools—Safe Students*, has been released and is available through CASE or the CEC catalog.

CCBD

The Council for Children with Behavioral Disorders

CCBD's successful Second International Conference in Dallas, TX, October 2-4, 1997, has resulted in a mini-library series focusing on select strands from the conference. Topics such as functional assessment, social competence, and alternative schools are covered in the series. To order, call 888/CEC-SPED. Thank you to Lyndal Bullock for his work on this conference and to Bob Gable for coordinating the work on the mini-library series.

Join CCBD on February 20-21, 1998, at the Radisson Hotel, Orlando, FL Airport, for the forum "Don't Be in Defiance—Understand Compliance: Implementing the New 1997 IDEA." The forum will focus on translating the IEP requirements into practice and translating discipline requirements into practice.

On July 14-15, 1998, CCBD will hold a training institute, "Dealing with the Everyday Frustrations of Discipline in Relation to the New IDEA," at the Radisson Normandie Hotel in San Juan, Puerto Rico. It will focus on addressing discipline through effective behavioral management plans and cross cultural perspectives on discipline.

For information on these conferences, contact Lyndal Bullock, 940/565-3583 or e-mail: bullock@tac.coe.unt.edu.

To learn more about CCBD, contact Bev Johns, president, at bevjohns@juno.com or PO Box 340, Jacksonville, IL 62651.

CEC-DR

The Division for Research

CEC-DR President Russell Gersten has appointed a task force on Ethical Guidelines for Special Education Researchers, which deals with issues related to confidentiality. It will develop guidelines for researchers, who may uncover evidence of dangerous or criminal behavior or child abuse in the interviews conducted with their research subjects or from surveys.

Appointed to the task force are Larry Irvin, Susan Jack, and David Chard. Gersten will serve on the panel as a member ex officio. The panel hopes to produce recommendations for promulgation by CEC-DR that are consonant with current legal decisions.

DDEL

The Division for Culturally and Linguistically Diverse Exceptional Learners

DDEL is pleased to present the new members of the executive committee: Elba Maldonado-Colon, vice president; Brenda Townsend, secretary; Anne Gallegos, newsletter editor; Gloria Campbell-Whatley, membership chair; and Nivia Zavala, subdivision chair. DDEL currently has four subdivisions located in IL, OH, NM, and CA.

James Patton has been named chair of the committee working on the resolution to eliminate disproportionate representation of children of color in special education and gifted programs. The committee will work with CEC, AGRC, and TAG to fulfill this resolution.

Planning has begun for the Multicultural Symposium, to be held in Washington, D.C., November 5-6, 1998, co-sponsored by CEC and DDEL.

DEC

The Division for Early Childhood

DEC is pleased to announce its newest publication, *Young Exceptional Children*, a quarterly magazine of practical ideas for parents and professionals. The magazine will include the DEC *Communicator* newsletter. *Young Exceptional Children*, edited by Jennifer Olson, will be sent to all DEC members as a member benefit. The first issue was published in November 1997. Subscriptions to *Young Exceptional Children* will be available through the DEC Executive Office, 1444 Wazee Street, Suite 230, Denver, CO 80202; 303/620-4579 (P); 303/620-4588 (F); e-mail: dec_execoff@ceo.cudenver.edu. Subscription rates are: individual, $20; institutional, $35; Canada and foreign, $40; single copy, $8.

DLD

The Division for Learning Disabilities

DLD President Don Deshler and Past-President Cheri Hoy met recently with representatives of the International Reading Association (IRA) to discuss issues regarding the teaching of reading and the treatment of reading disabilities in the schools. The two organizations are preparing a joint statement outlining areas of agreement.

The DLD Research Committee, chaired by Addison Stone, and the Publications Committee, chaired by Naomi Zigmond, are working with the other CEC divisions to produce a series of papers that will evaluate the effectiveness of various practices and programs for students with learning disabilities.

DLD is also participating with the National Joint Committee on Learning Disabilities to prepare position papers on current issues in LD. A paper will soon be available on the proper utilization and training of paraprofessionals for LD.

Much of the material from activities noted above will be available on the DLD Internet site, accessible through the CEC Web site: www.cec.sped.org/du-menu.htm, or the LD OnLine site: www.ldonline.org.

MRDD

The Division on Mental Retardation and Developmental Disabilities

MRDD is holding its sixth international conference in Maui, HI, February 2-6, 1999. The conference will focus on research issues in mental retardation, autism, and other developmental disabilities in the next century. Keynote speakers will include Ann and Rudd Turnbull, Gene Edgar, and Anne Donnelan. Registration materials and a call for proposals for presentations will be available soon. For more information, please contact Polly Parrish, 334/626-7172, e-mail: Pparrish15@aol.com; or Dagny Fidler, 515/255-7811, e-mail: fidlerda@dmps.des-moines.k12.ia.us.

TAM

The Technology and Media Division

Registration for the upcoming 1998 TAM Conference on Special Education Technology, January 15-17, in Atlanta, GA, is underway. Members should have received registration information in the last issue of the *TAM Connector*. Topics range from assistive technology, integrated media and technology solutions for students with mild disabilities, family involvement in technology applications, and new or innovative uses of technology for the classroom. Conference registration information can be obtained via the World Wide Web: http://www.ucc.uconn.edu:80/~tam/tam982.html or by contacting John Langone, email: jlangone@coe.uga.edu, or phone: 706/542-2929.

Chauncy Rucker, TAM webmaster, has developed the new TAM Web site: http://www.ucc.uconn.edu:80/~tam/. Access the TAM Web page to obtain current news regarding TAM activities and projects. TAM members can also contact Rucker at rucker@uconnvm.uconn.edu if they need assistance in Web page development.

TAM needs persons to help validate technology competencies! TAM is describing and validating sets of technology competencies for three types of professionals: first year special educators, experienced special educators (5+ years experience), and assistive technology specialists. Liz Lahm, project director, has created an interactive Web site to collect validation information. You can link to the study through the TAM Web page: http://www.ucc.uconn.edu:80/~tam/

Reading vs. LD, *from page 1*

priate instruction and support, as well as provide interventions for nondisabled students who have difficulty learning to read."

Currently, identifying students as learning disabled is a nebulous science. A learning disability is defined as a neurological or processing deficit that impedes student achievement in one or more subject areas. To help identify students who have learning disabilities, many states use a discrepancy formula. That is, the student shows a gap, often of two years or more, between their IQ score and achievement level in a particular area. This formula has resulted in some students being labeled as learning disabled who may need remedial help but not have a learning disability.

IDEA 1997 makes it imperative that we find ways to accurately identify students who have learning disabilities, as the law mandates that students whose low achievement results from poor instruction should not be classified as disabled.

Distinguishing Between a Learning Disability and a Reading Disability

Determining whether or not a child has a reading problem or a learning disability is easier said than done. Initially, it may be hard to tell these two different learning problems apart, according to Pat Gildroy, professor at the University of Kansas and member of CEC Chapter #665.

To help distinguish between the two learning problems, education experts recommend providing *early* interventions—to students in grades K-2—before referral to special education. In this model, reading specialists would provide intense, daily instruction to poor readers. Their interventions should enable the majority of these students to achieve grade level in reading. Those students who continue to struggle with reading would be referred to special education and given further assessments to determine if their learning problems meet the definition of a learning disability.

Chromosome 6 Linked to Reading Problems

New research shows linkages between chromosome 6 and phonemic awareness and phonological decoding skills. However, Reid Lyon, neuropsychologist at NIH, warns that reading is a complex picture and that reading ability or the language skills underlying reading ability will be linked to many genes. He adds that the connection between reading problems and chromosomes may open the opportunity for early screening for reading problems through a blood test. This will allow educators to start working with students who may have difficulty learning to read immediately and develop very early interventions for them.

Effective Early Intervention Programs for Reading

For these recommended early intervention programs to be effective, they must be both intense and fast paced, recommends Jack Pikulski, president of the International Reading Association. Reading specialists work with students individually or in very small groups (no more than 5 or 6 students) for 1/2 hour sessions daily. During that time, almost all the instruction is focused on reading, writing, and print.

The programs have a clear and definite framework for instruction, Pikulski says. The instructor gives the student some easy reading, teaches new skills, and then asks the student to read material that is challenging. During this process, the instructor continually assesses the child's reading progress, analyzing reading errors and any patterns the child exhibits in his or her reading, to determine the next step to take in instruction. In addition, the student is asked to do some writing, which helps children focus their attention on print.

Many educators also stress that good intervention programs emphasize phonological awareness, the understanding that words are made up of sounds, and an understanding of phonics.

Continues on page 13

China-U.S. Conference on Education

Call for Papers Due

The 2nd annual China-U.S. Conference on Education, "Four Qualities for the New Millennium," to be held July 14-18, 1998, in Beijing, People's Republic of China, invites papers for presentation. Applicants must address one of the following topics: quality of personnel, quality of students, quality of curriculum, or quality of parenting. Papers must be postmarked by December 15, 1997, and sent to Global Interactions at 14 West Cheryl Dr., Phoenix AZ 85021-2481.

For more information, visit the conference Web site at http://www.goodnet.com/~global.

Satellite Broadcast

"IDEA Reauthorization: Focus on the IEP and Performance Assessment"

January 21, 1998

Take advantage of this unique opportunity to get the information you need on IDEA's new provisions for IEPs, performance goals, indicators and assessments from the convenience of your home district!

To register call 888/CEC-SPED or Access Professional Development Events on CEC's Web site at http://www.cec.sped.org.

Teachers Celebrate PRSE Recognition

Every Teacher in a New Mexico Special Education School Receives CEC's PRSE

When Joleene Dye, director of education at the Sequoyah Adolescent Treatment Center in New Mexico, read about CEC's new Professionally Recognized Special Educator (PRSE) program, she knew she had found the way to give her teachers the professional recognition they so richly deserved. Dye immediately began the process to have all of the special educators at Sequoyah Adolescent Treatment Center become PRSE certified.

As a result of her efforts, CEC is proud to announce that the Sequoyah Adolescent Treatment Center is the first school in the United States and Canada to achieve the status of being 100% PRSE certified.

The PRSE certification program is important because her teachers constantly deal with very difficult students, and the PRSE is a great way to recognize them professionally, according to Dye. Professional teachers are the cornerstone to an effective school program, she said.

The Sequoyah Adolescent Treatment Center is a school and residential treatment center for adolescents with emotional disturbances and behavior difficulties. Started in 1990, the school presently serves 36 students and offers a full range of related services. The school is named after Chief Sequoyah, who translated the alphabet into Cherokee.

Idaho Federation Leadership Receives PRSEs

Members of the Idaho Federation leadership had a special reason to celebrate at their conference this fall. John Beckwith, PRSE, president elect; Janet Burdick, PRSE, CEC Executive Committee governor-at-large; and Barbara O'Rorke, PRSE, Idaho Federation governor, received their PRSEs during a special luncheon on the last day of the convention.

Congratulations to these exceptional CEC leaders.

You, Too, Can Receive PRSE Recognition

The PRSE—CEC's professional certification program—is the newest and quite significant benefit that CEC offers the profession. Presently, certifications are offered in three areas: Special Education Teaching, Special Education Administration, and Educational Diagnosis. Although CEC's PRSE program is new, we have already depleted the first printing of 10,000 application booklets and have had to order more! Meanwhile, CEC is busy processing applications and preparing certificates, according to Margie Crutchfield, the PRSE Specialist at CEC.

Don't wait any longer. Call 888/CEC-SPED and ask for a PRSE application; or visit the CEC Web site, http://www.cec.sped.org/ps-menu.htm, and print out an application and information online. Before you know it, you will receive your certificate, a letter of commendation to your supervisor, and a press release ready for you to send to your local news media.

If you are an administrator of a special education program, consider the benefits of helping your teachers all become PRSE certificate holders. It could be a well-earned pat on the back to your hard-working staff. And, it would be good news to take to your next meeting with parents. Remember to let us know. Maybe we can highlight your program too! ■

To see a list of CEC's newest PRSE recipients, see CEC's Web site http://www.cec.sped.org/ps-menu.htm or the January/February 1998 issue of TEC

New CEC Book Offers Comprehensive Look at Self-Determination

Greater parent participation in IEP and transition planning meetings; shorter, more positive meetings; more highly motivated students; successful transition for students after high school. What teacher wouldn't want to see these outcomes for his or her students?

The key to achieving them could well be the teaching of "self-determination." Self-determination, the ability to define and achieve goals based upon a knowledge and valuing of oneself, has been identified as an important element in successful transition. Research indicates that individuals who are self-determined are more likely to have higher employment rates and higher wages than peers without self-determination skills.

The whole idea is explained fully by the experts in CEC's newest publication, due out this month. Produced in conjunction with DCDT, *A Practical Guide to Self-Determination*, written by Sharon Field, Jim Martin, Robert Miller, Michael Ward, and Michael Wehmeyer, offers practitioners a comprehensive look at self-determination and provides details on how to put the idea into practice with positive results.

"Research and demonstration efforts aimed at self-determination began in the late eighties," explained author Sharon Field of Wayne State University. "Since that time we have seen the development of many effective models, practices, and curricula. It was time to compile what we know about how to promote self-determination for students with disabilities into a practical guide that teachers can use to help their students become more self-determined."

One chapter explains how to involve students in their transition planning, including leading their transition meeting. Another provides the techniques for assessing students and their environment and using the results to help promote self-determination skills.

Of special interest to teachers will be the chapter describing instructional practices at the elementary and high school levels and the chapter listing current curricular material available for teaching self-determination skills.

Marcy McGahee-Kovac, a Fairfax County, VA, teacher and member of CEC Chapter #192, is the author of one of the resources listed in the book. She can speak to the effectiveness of one aspect of self-determination, the student-led IEP. For the past two years, her school has achieved a 100% parent participation rate in IEP meetings.

"I have to attribute it to fact that the students lead their own IEP meetings," she says. "How could the parents not come?"

To order, call 888/CEC-SPED. ■

CEC

Institute on Performance Assessment & Exceptional Learners

Linking Assessment & Instruction

Learn about
Linking assessment to instruction
Accommodations and modifications
Alternative assessments
New IDEA provisions about assessments

February 13 & 14
Baltimore, MD

TUITION	
Member:	$249
Nonmember:	$299
Student:	$199
Nonmember Student:	$250

Call 888/CEC-SPED Today!

TAKE IT FOR *granted*

Outreach for Children with Disabilities—For demonstration and outreach projects for children from birth through age 8 with disabilities. Deadline: December 14, 1997. Eligibility: Public agencies, private nonprofit groups and higher education institutions. Contact: Grants and Contracts Services Team, Office of Special Education and Rehabilitative Services, 202/205-8717.

Bilingual and Special Education Grants—For bilingual education projects in schools serving limited English proficient students. Grants also assist in implementing special alternative instructional programs. Deadline: January 26, 1998. Eligibility: One or more local education agencies alone or working with a higher education institution, community-based organizations, or other local or state education agencies. Contact: Harry Logel, Office of Bilingual Education and Minority Affairs, 202/205-5530.

Gifted Students Education—For projects in K-12 schools identifying and meeting the special needs of gifted and talented students. Deadline: January 9, 1998. Eligibility: Public and private nonprofit organizations, higher education institutions, native Hawaiian organizations and tribal organizations. Contact: Almita Reed, Office of Educational Research and Improvement, 202/219-1385.

Technology Enhancement—To enhance new technology applications in schools, improve student achievement, and provide professional development. Deadline: February 13, 1998. Eligibility: Local education agencies with a high percentage or number of children living below the poverty line. Contact: Almita Reed, Office of Educational Research and Improvement, 202/219-1385.

Minority Teacher Recruitment—To encourage minority students to become teachers. Deadline: March 16, 1998. Eligibility: For partnership grants, higher education institutions, state and local education agencies, and community-based organizations. For placement grants, higher education institutions that have schools or departments of education. Contact: Vicki Payne, Higher Education Programs, 202/260-3291.

Notetaking for Students with Mild Disabilities

BY MARY KONYA WEISHAAR AND
JOSEPH R. BOYLE

Taking class notes is an art—an art that many students with mild disabilities fail to master. Students with mild disabilities often are unable to identify important information, write sufficiently fast to keep up with the lecture, or make sense out of notes afterward. Rather than a record of the pertinent, relevant information they need, these students' notes are often composed of scribbles, single words, and drawings that don't appear to relate to the content being covered.

The inability to take notes puts students with special needs at a real disadvantage, particularly in content area classes where teachers typically lecture up to half of each class period.

Taking notes does much more than provide a record of important information the student can study later. It allows for active engagement during lectures, encourages clarification of confusing information, and aids encoding during long-term storage. In addition, a positive correlation exists between the amount of notes taken and test scores.

Fortunately, notetaking is a skill that can be learned. Following is a technique that has helped many students improve their notetaking skills—Strategic Notetaking.

Strategic Notetaking for Students with Mild Disabilities

Strategic notetaking helps students not only organize information but also link new with prior knowledge during lectures. The technique increases students' participation in the learning process, furthers their comprehension of the lecture, and improves their retention of important information. Following are the steps for strategic notetaking:

- Give students "cued" note paper (see box).
- Ask students to quickly identify the lecture topic and summarize their own knowledge of the topic.
- Ask students to cluster together 3-7 main points with details from the lecture as they are presented. (Clustering ideas together helps students remember information.)
- At the bottom of each page, ask students to summarize lecture information (another aid to retaining the information presented).
- Students should repeat the last two steps until the lecture is completed.

Additional Tips

As when teaching many new skills, it helps to give your students an understanding of why the skill is important and provide opportunities for guided practice. Following are some tips that may help special educators as they train their students to use strategic notetaking.

- Engage students in a general discussion of notetaking and how notetaking will help them succeed in their classes.
- Model strategic notetaking, perhaps using an overhead with the teacher completing notes as he or she is lecturing.
- Give students tips to help them identify important points: the teacher writes the information on the chalkboard; the teacher gives verbal clues such as "First..... second....." or "You might want to write this down;" the instructor summarizes information; or the teacher repeats a fact or concept.
- Provide students with guided practice using strategic notetaking.
- Provide students with independent practice using strategic notetaking, first in the special education classroom, then in the general education classroom.

It takes time and practice to help students with mild disabilities become good notetakers. Continue to monitor students' use of the technique and reteach as needed. ■

Mary Konya Weishaar is a professor at Southern Illinois University and a member of CEC Chapter #8. Joseph R. Boyle is a professor at Virginia Commonwealth University.

Strategic Notetaking Forms for Students

Page 1

Fill in this portion before the lecture begins.

What is today's topic?

Describe what you know about the topic.

As the instructor lectures, use the following sheets to take notes of the lecture.

Page 2

Today's topic?

Name three to seven main points with details of today's topic as they are being discussed.

Summary - Quickly describe how the ideas are related.

New vocabulary or terms

Additional Pages

Name three to seven new main points with details as they are being discussed.

New vocabulary or terms

Summary - Quickly describe how the ideas are related.

Last Page

(At End of Lecture)

Write five main points of the lecture and describe each point.

1

2

3

4

5

For additional ideas on helping students with mild disabilities, see the publication, Teaching Kids with Learning Difficulties in the Regular Classroom, *#S5188, 248pp, $30, $27.00 for members.*

Reading vs. LD, *from page 9*

Different Teaching Strategies for LD Teachers and Reading Specialists

The lines between a special education teacher and a reading teacher may seem murky, and, in fact, they are. Often, special educators and reading specialists may use the same instructional strategies to help a poor reader, whether learning disabled or not, improve his or her reading ability. However, it is generally agreed that the special educator would provide more diagnosis, as well as more intense and longer instruction for students with learning disabilities.

Special education experts also say that special educators are more likely to use a variety of different approaches with a student until they find the instructional strategy that works for the child, whereas the reading specialist may rely more heavily on a particular reading program for instruction. Furthermore, the special educator will often monitor progress more frequently than the reading specialist to guide instruction, says Doug Fuchs, professor at Vanderbilt University and member of CEC Chapter #185.

In addition, the special education teacher will consider the child's processing deficits when planning instruction, according to Cheri Hoye, professor at the University of Georgia and past president of CEC's Division on Learning Disabilities (DLD). For example, a student with auditory processing problems would receive more intensive instruction in phonics. Or, that child may work with a special program such as Fast Forward that stretches out the sounds in a word. Conversely, the instruction for a child who has difficulty with visual memory would focus more on learning sight words, Hoye says. A reading teacher may not be able to focus on those areas as intently or provide the same type of instructional strategies as the special educator.

Eventually, special educators may have very specific strategies to use with students with learning disabilities who are poor readers. Though researchers are working to provide more teaching techniques that specifically address neurological or processing deficits, we don't have that information yet.

Consensus Among DLD and IRA

CEC's Division on Learning Disabilities and the International Reading Association have been working together to address these concerns. Issues upon which both groups agree include

- A need exists for early, extensive, and intensive instruction in reading, which will significantly reduce the number of students inappropriately labeled as learning disabled. This will permit greater focus on the needs of those who are appropriately identified as learning disabled.
- Though the overidentification of students as learning disabled is a concern, students who have neurological and/or processing problems should be identified as learning disabled and receive the support and instructional services they need.
- Better teacher training on a variety of reading methods is needed. ■

CEC
honor roll

Barbara P. Sirvis, member of CEC Chapter #117, has been appointed president of Southern Vermont College. Sirvis formerly served as co-chair of CEC's Knowledge and Skills Subcommittee.

Patricia A. Snyder, professor and acting Program Director of Occupational Therapy in the Louisiana State University Medical Center's School of Allied Health Professionals, received the 1997 Allen A. Copping Excellence in Teaching Award. Snyder is a member of CEC Chapter #514.

EXTRA
credit

Fellowship Program for Teachers—The Council for Basic Education has developed a new teacher fellowship program, the Humanities Scholars program, for teams of K-12 teachers. Through this independent study program, 17 teams of K-12 teachers can conduct independent study in the humanities under the guidance of a scholar. Each teacher receives $1,400, and the scholar receives $1,500 for a total of $7,100 per team. For more information, call 202/347-4171, or www.c-b-e.org.

Reform in Science Education Online—The American Association for the Advancement of Science's Blueprints for Reform is now published online: http://project2061.aaas.org. Visitors are invited to join in a debate about reform and answer specific questions about each topic addressed in the document.

New Web site for Educators—Quality Education Data is hosting the QED Education Network™, which offers a continuous forum for dialogue about education issues and opportunities among educators and the organizations that serve them. Address: www.EducationNetwork.com.

New Magazine for Children—AQUILA is an interactive magazine for children ages 8 to 13. The magazine is designed to not only entertain young people but to help them develop thinking skills that can contribute to educational achievement. For more information, contact AQUILA Magazine, PO Box 2518, Eastbourne, East Sussex BN21 2BB, 01323 431212 (P), or 01323 731136 (F), email: aquila@pavilion.co.uk.

Handbook on Mental Disabilities—The American Bar Association's new book, *Mental Disabilities and the Americans with Disabilities Act*, Second Edition, examines the ADA from the legal and nonlegal practitioner's point of view. It focuses specifically on mental disabilities, including mental illness, developmental disabilities, learning disabilities, substance abuse, and organic brain injuries. Cost: $40. To order, call 312/988-5522.

We Need a Better Way to Identify Students with Learning Disabilities

BY FRANK M. GRESHAM

The *Annual Reports to Congress* over the past 16 years document the astronomical growth of the number of students identified as learning disabled (LD). Between 1976-77 and 1992-93, the number of students served as LD nationwide has increased by 198%. Were these epidemic-like figures interpreted by the Center for Disease Control, one might reasonably expect to find a quarantine imposed on the public schools of America!

What explains this epidemic-like increase in the identification rate of students as LD? Some argue that the increase is due to more precise detection rates of students as LD. Others say that social and cultural changes such as prenatal substance abuse and increased stress in the home put children's nervous systems at greater risk for damage. Still others, and I count myself among this group, argue that the the public schools are using LD as a nonspecific category that includes many children who fail to meet state eligibility criteria for LD—a significant discrepancy between ability and academic achievement.

What Is a Discrepancy?

A discrepancy can be defined in several ways. For example, discrepancy can be defined in terms of deviations from age- or grade-level expectations (e.g., reading two grade levels below grade placement). Or, discrepancy can be defined as a difference between a child's IQ and achievement scores (100-75 = 25 point discrepancy). Still another way to define discrepancy is in terms of differences between and among achievement areas (e.g., reading comprehension vs. listening comprehension).

Although all these definitions of discrepancy exist, the most common definition has been IQ-achievement discrepancy. The IQ-achievement discrepancy notion has been and continues to be the bane of the LD field.

Few Differences Between Low Achieving Students and Students with Learning Disabilities

The discrepancy approach to defining LD was based on rational arguments rather than scientific evidence. These "rational" arguments obviously were convincing, given that today about 98% of states incorporate a discrepancy notion into their definition. However, the field has given little thought as to what these discrepancies actually mean and whether or not they are valid measurements.

A key test in establishing the validity of defining discrepancies in identifying students with LD depends on the ability to demonstrate that IQ-achievement discrepant learners differ from nondiscrepant learners. Typically, studies attempting to show this compare students with LD (discrepant) with low achievers (LA, nondiscrepant) on a variety of measures relevant to learning and achievement.

However, multiple studies fail to show that such differences between LD and LA students exist: studies from the Minnesota Institute for Learning Disabilities failed to show differences between LD and LA students on a battery of 49 psychoeducational measures, the Connecticut Longitudinal Study found more similarities than differences between LD and LA groups on measures of reading acquisition and processing skills, and research from the University of Houston showed no differences on reading and phonological processing measures.

Based on these investigations, as well as many others, little support exists for the validity of discrepancy-based notions in defining LD. It appears that students with LD do not experience difficulties in reading because of IQ-reading achievement discrepancies, but rather because they have difficulties in skills relating to reading acquisition, such as phonological awareness, vocabulary/word finding, or verbal short-term memory.

A Better Way to Identify Students with Learning Disabilities

If discrepancy approaches to LD are invalid, what should we use instead? A number of recommendations warrant further research. One is that we eliminate IQ in defining LD and use an absolute level of academic achievement (e.g., 25th percentile) to define LD. This would increase the prevalence of LD about fivefold from what it is now, about 5%, to 25% of the school population. Another approach is to define discrepancy relative to other academic skills (achievement-achievement discrepancy) or other cognitive skills (listening comprehension vs. reading comprehension).

A third, and perhaps most promising, approach is based on the idea of resistance to intervention or failure to respond to intervention. In this method, a student is presented with a validated treatment protocol and his or her responsiveness to this treatment over time is measured. If the student fails to respond adequately to the treatment protocol, then his or her resistance to intervention can be used to define the student as LD. The child's failure to respond would dictate more intense, longer, and perhaps different treatments to remediate the learning difficulty.

As I have pointed out, there is little support for the validity of discrepancy-based approaches to defining LD based on IQ-achievement differences. We have also found that there is little relationship between a student's status as discrepant or nondiscrepant and his or her subsequent placement in LD programs. In fact, we have found a significant number of cases in which students whose IQs are less than their achievement have been placed under the label of LD. The discrepancy notion in defining LD is not working for our schools or students and should be replaced with a more scientifically validated and practically useful approach. ■

Frank M. Gresham is a professor at the University of California, Riverside, and a member of CEC Chapter #47.

Speaking Out reflects the opinions of individuals. Your comments are welcome!

Discipline, *from page 5*

ally, for a child who is a danger to self or others, hearing officers can order an emergency change in the placement of a student with a disability. In these cases, the IEP team must determine the appropriate interim alternative education setting (IAES) for the child. The IAES must enable the student to continue to participate in the general curriculum, receive services and modifications that will enable him or her to meet the IEP goals, and include services and modifications designed to address the problem behavior.

Appropriate alternative placements for students with disabilities who exhibit violent or dangerous behaviors appear to be an area of concern for educators, and the recently released IDEA regulations offer little guidance on this issue. However, behavior management specialists say that students whose behavior is so aggressive that they should not be in the public schools need a very structured environment with teachers who are specially trained to work with them. In addition, an effective IAES should provide numerous acknowledgements of student success, a positive environment with meaningful curriculum, and direct social skills training for students, explained Johns. Incorporating community service also helps students with severe behavior problems modify their aggressive behavior, she added.

"Community service teaches these students they have value to others," said Johns. "Getting them into the community and working with other people is a good way to teach social skills."

Johns warns that an appropriate IAES for aggressive students would not translate to homebound instruction, which would isolate students rather than teach them to get along with others.

"I don't know how you could do homebound and meet all the goals," Johns explained. "Look at IDEA's criteria, and there is no way we can meet those goals if we don't bring these students into the school. You don't get kids to change behavior or get along with other people if they don't go to school."

John's position was recently substantiated by the Department of Education (ED). In its regulations on IDEA, ED said that it would deem home instruction appropriate "for only a limited number of children, such as children who are medically fragile and are not able to participate in a school setting with other children."

Other IDEA Discipline Provisions

Determining If a Child's Misconduct Is a Manifestation of a Disability

IDEA 1997 states that if the disorderly behavior of a child with a disability is not related to his or her disability, the school may punish the student as it would a nondisabled student. (However, if the child is suspended for more than 10 days, educational services must be provided. See below.)

Before concluding the child's misconduct is not related to his or her disability, IDEA regulations require the IEP team to

- Consider all relevant information, including evaluation and diagnostic results, observations of the child, the IEP, and placement.
- Determine that the child's IEP and placement are appropriate and conclude that the special education services, supplementary aids and services, and behavior strategies were consistent with the IEP and placement.
- Determine that the disability did not impair the student's ability to "understand the impact and consequences of the behavior" or impair the child's ability to control it.

The draft rules also stipulate that if the child's behavior is a manifestation of the disability, the local education agency must "take immediate steps to remedy any deficiencies found in the child's IEP or placement or the implementation." The rules further mandate that the remedies often should enable the student to return to his or her previous educational setting before a 45-day placement in an alternative setting ends.

Short Suspensions Exempt from IDEA Protections

Schools are not required to examine their services for a student with disabilities who is suspended for 10 days or less. That means, when schools make placement changes lasting fewer than 10 days, they do not have to determine whether or not the student's misbehavior was a manifestation of a disability, nor must they implement behavioral assessments or provide educational services. However, ED urges schools to review the circumstances that led to the child's removal as soon as possible.

Unanswered Questions Concerning Discipline and IDEA 1997

The IDEA 1997 regulations leave many questions concerning the implementation of discipline policy unanswered. Some of the most prevalent are

- How IEP teams are to determine whether or not schools are adequately addressing a student's behavior problems.
- How schools are to comply with regulations that they provide special education records to law enforcement authorities when reporting crimes allegedly committed by students with disabilities.
- Whether or not IDEA allows students to stay at home during suspensions.
- What alternative placements comply with least restrictive environment provisions.

For suspensions of 10 days or less, IDEA regulations say

- Schools may either provide or stop educational services.
- Schools are exempted from conducting functional behavioral assessments and manifestation determinations.
- IEP teams must consider positive behavioral interventions and supports that may inhibit behavior that impedes learning.
- Schools may seek court orders to change the student's placement.

11th Day Suspensions Invoke IDEA Protections

On the 11th day a student is suspended from school, even if those days are not consecutive, IDEA protections are invoked, according to ED. ED stresses that schools may not repeatedly suspend a child with disabilities for up to 10 days in one school year. ■

For the complete proposed IDEA regulations, see CEC's Web site: http://cec.sped.org/pp-menu.htm

CALENDAR OF CEC *events*

november

November 12-15, 1997
CEDS 4th Topical Conference, "The Assessment-Instruction Connection." Arlington Park Hilton, Chicago, IL. Contact: Carol Swift, 810/370-3067

November 12-16, 1997
20th Annual TED Conference, "Educational Renaissance: Remembering the Past-Designing the Future." Hyatt Regency, Savannah, GA. Contact: Diana Hammitte, 912/681-5301.

November 13-15, 1997
Ohio CEC Federation Conference, "Forming Family Alliances." Columbus Marriott North, Columbus, OH. Contact: David Watkins: 330/848-1149.

November 20-22, 1997
CASE International Conference on Public Policy in Special Education, "IDEA Implementation: Urban Issues; Alternative Placements; Litigation; Finance; Legislation; School Reform." Wyndham Emerald Plaza, San Diego, CA. Contact: Jo Thomason, 505/243-7622.

November 20-23, 1997
DEC's 13th International Early Childhood Conference on Children with Special Needs, "Crossing Boundaries: Linking Practice and Research." Hyatt Regency, New Orleans, LA. Contact: Jim Morgan, 410/269-6801.

january

January 15-17, 1998
15th Annual International TAM Conference, "Technology: The Gateway to Independence." Atlanta, GA. Contact: John Langone, 706/542-4588

January 21, 1998
CEC Satellite Broadcast, "IDEA Reauthorization: Implementation of Specific Provisions." Broadcast from Houston, TX. Contact: Anmarie Kallas, CEC HQ, 703/264-9473.

January 28-30, 1998
CASE Institute, "IDEA Implementation." Sheraton Sand Keys, Clearwater Beach, FL. Contact: Jo Thomason, 505/243-7622.

february

February 5-6, 1998
CEC School Discipline Institute. Dallas, TX. Contact: Anmarie Kallas, CEC HQ, 703/264-9473.

February 5-8, 1998
California CEC Federation Conference, "Bridging the Circle of Communication." Sheraton. Contact: Carole Scott, 714/835-9529.

February 6-7, 1998
New Mexico CEC Federation Conference. Albuquerque Convention Center, Albuquerque, NM. Contact: Sue Slankard, 505/277-5018.

February 7-13, 1998
Alaska CEC Federation Conference, "Exploring New Dimensions." Hilton Hotel, Anchorage, AK. Contact: Jim Moras, 907/840-2210.

February 12-13, 1998
CEC Performance Assessment Institute. Baltimore, MD. Contact: Anmarie Kallas, 703/264-9473

February 13-14, 1998
Colorado CEC Federation Conference, "Courage to Risk—10th Collaborative Conference for Special Education." Broadmoor Hotel, Colorado Springs, CO. Contact: Mary Kennedy, 303/652-2550.

February 16-17, 1998
Annual Joint Conference on Children with Disabilities, Tennessee CEC Federation with Tennessee DEC Subdivision, TN State Dept of Ed, LRE for LIFE Project, Dept of Human Services. Loews Vanderbilt Plaza Hotel, Nashville, TN. Contact: Susan Zenick 615/792-5664 or Cheri Parrish 423/376-3416.

February 19-20, 1998
CEC Inclusive Schools Institute. Phoenix, AZ. Contact: Anmarie Kallas, CEC HQ, 703/264-9473.

February 19-20,1998
Alabama CEC Federation Conference, "Technology for the 21st Century: Meeting the Needs of All Learners." Auburn, AL. Contact: Lou Anne Worthington, 205/934-3440.

February 20-21, 1998
CCBD Forum, "Don't Be in Defiance—Understand Compliance: Implementing the New IDEA." Radisson Hotel Airport, Orlando, FL. Contact: Lyndal Bullock, 940/565-3583.

February 20-22, 1998
Virginia CEC Federation Conference, "Unlock the Potential." Virginia Beach Resort Hotel and Conference Center, Virginia Beach, VA. Contact: Karen Szafranski, 540/786-5701.

THE COUNCIL FOR EXCEPTIONAL CHILDREN
1920 Association Drive
Reston, VA 20191-1589

NONPROFIT
ORGANIZATION
U.S. POSTAGE
PAID
RICHMOND, VA
PERMIT NO. 930

CEC today

EXCLUSIVELY FOR MEMBERS OF THE COUNCIL FOR EXCEPTIONAL CHILDREN

VOL. 4 NO. 6
JANUARY 1998

Service Learning Yields Real Benefits for Students with Disabilities

As special educators, we know that giving has its own rewards, and often you get back much more by giving than receiving. Unfortunately, this is a lesson that many children with disabilities never get to learn. Generally, they are the receivers. Everyone from special educators to related service personnel to parents are ready and willing to give students with special needs a helping hand.

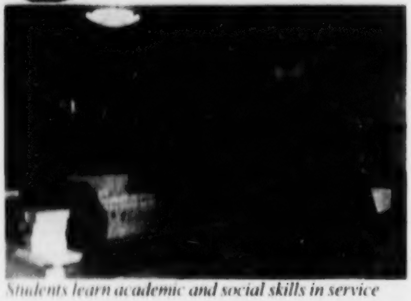
A new teaching program, service learning, gives students with disabilities the opportunity to be givers instead of takers. Service learning involves students in experiences that enable them to make a contribution to the community *and* integrates academic curriculum.

Service learning appears to be particularly beneficial for students with exceptionalities. Through such experiences, these students have shown improvement in problem solving and conflict resolution as well as academic and social skills. But, perhaps most importantly, service learning teaches them not only that they have the ability to give to someone else but also that they do not have to be victims.

"Because they are used to receiving services, students with disabilities can do 'learned helplessness,'" said Dana Caseau, professor at California State University, Fresno. "They wait for everyone to take care of their needs. Service learning gives them the opportunity to get out of the victim stance."

The Path to New Thinking about Oneself and the World

In the never-ending fight to gain students' attention—and teach them curriculum content—special educators have found a winner with service learning. One of the major advantages of service learning is that pupils engage in hands-on learning, which can be a positive instructional tool for students with disabilities. Service learning also works well with these students because it helps make curriculum meaningful. Additionally, service learning enables students to develop a sense of compassion for others, as well as develop confidence in their abilities.


Students learn academic and social skills in service learning projects.

Many teachers use thematic units with service learning. For example, one class turned their classroom into a restaurant, which involved everything from designing and decorating the restaurant to sending out invitations to menu planning to cooking, serving, and cleanup. In this project, students honed math, language arts, reading, and other academic skills, as well as social skills. Faith Charles, special day class teacher at Fremont Elementary School in Fresno, CA, had her students bag beans and rice for the homeless.

Continues on page 9

The Revolution in Educational Materials

We are on the cusp of a revolution in educational materials. In the future the standard textbook—or even software—will be supplanted by materials teachers can customize to work for each of their students. These exciting new products will employ "universal design," which means designing materials so that they present information in many different ways. For example, by using universal design, the information in a textbook would also be presented in speech, in various languages, the print could be made larger, backgrounds could be changed, and the material could be presented graphically. In addition, universal design gives students with disabilities cognitive access to the curriculum.

Universally designed educational materials offer students with disabilities a unique opportunity to access information and participate in classes using the modality that best meets their needs. Thus, students can not only more easily learn what is presented, they can also more accurately demon-

Continues on page 5

inside

State Farm Good Neighbor
Award Nominations for Teachers 2
Perfecting the Professional Portfolio ..6
Parents: Friend or Foe 12

Be Recognized for Your Work as a Special Education Teacher

If you are—or know of—a CEC member who is an innovative special education teacher, please submit a nomination for the State Farm Insurance Companies' Good Neighbor Award Program. CEC has been selected by State Farm Insurance Companies to participate in this prestigious award, which honors teachers who bring innovation, leadership, and excellence to the field.

Nomination forms are inserted in this issue of *CEC Today*. For more information, call Sharon Riechmann at 703/264-9491. **Deadline: March 1, 1998.**

New from *TEC!*

Books Now

Frustrated when you read about a book in a journal article you would like to add to your professional library—but you don't know how you can get it?

With Books Now, a new feature in *TEACHING Exceptional Children*, you have a fast, easy way to order books referenced by the author. Readers can order any book marked by an asterisk by calling 800/BOOKS-NOW or 702/258-3338, ext. 1212, or visit their Web site at www.BooksNow.com/TeachingExceptional.htm.

Transition from School to Work—How Are We Doing?

Find out how students with disabilities are doing in the work world after leaving high school. In "Leaving High School: An Ongoing Transition Study," published in the Jan/Feb 1998 issue of *TEC*, parents, students who complete high school, and students who drop out of high school report on what helped and what they needed to succeed as employees and adults.

This revealing article gives you a first-hand look at the perceptions of those we serve. Also included is a list of recommendations to help students sucessfully make the transition from school to work.

CEC Presents Award to Education Secretary Richard Riley

CEC honored Education Secretary Richard Riley with its Outstanding Public Service Award in a ceremony before the CEC Board of Governors on October 24, 1997. CEC President Linda Marsal, who presented the award, commended Riley for his dedication to children with disabilities. During his tenure as Secretary of Education, Riley has educated himself about issues concerning children with disabilities, articulated those concerns to the White House, and helped Congress find solutions that enabled IDEA 1997 to be reauthorized, she said.

In his acceptance speech, Secretary Riley praised CEC and its membership for their work in the passage of IDEA 1997 and their role in bringing people together to help children with disabilities.

"CEC and its members were such a help in getting IDEA passed," Riley said. "All of CEC contributed to making good things happen, in getting people to work together for the common good. The children were the winners. We all came together and put the children at the front of the parade."

Riley asked CEC members to continue to participate in IDEA 1997 by submitting their concerns on the regulations to the Department of Education. (See the CEC Web site: www.cec.sped.org for the IDEA 1997 proposed regulations.)

He also brought good news, promising that we can expect increased funding for IDEA and that the administration will work to ensure that all the IDEA support programs are funded.

In a change of direction, Riley expressed his concerns that school vouchers will strip basic protections for children with disabilities and warned that we need to be vigilant in the coming weeks to see that children's basic civil rights are not eroded.

Riley concluded his remarks by reflecting on a truth all special educators know—how rewarding it is to serve children with disabilities.

BOG members had the opportunity to share their thoughts and concerns with Riley at the reception following the ceremony. ■

Exceptional Children's Week

Organizing Exceptional Children's Week in your community is your opportunity to educate the public about children with exceptionalities and garner support for them and special education.

How can you get involved? In school, you could sponsor a poster, essay, or poem contest; have the principal give profiles of successful exceptional individuals during announcements; or heighten awareness by planning lessons in which disabilities are simulated, such as teaching a class to sign. In the community, organize tours of schools and other educational facilities; invite local business representatives to a classroom to join activities with special education students; or present awards to local individuals who have done something special to help exceptional persons, such as an outstanding employer of persons with disabilities. The possibilities are endless—start by having a brainstorming session with your CEC unit.

Would you like more ideas? CEC's *Exceptional Children's Week Handbook* is brimming with suggestions for activities, media access tips, budgeting guidelines, and all the planning materials you will need for Exceptional Children's Week and throughout the year! ■

For more information, call 888/CEC-SPED.

Volunteer for Your Success—and CEC's

CEC's leaders—whether serving at the international, state, or chapter level—come from a variety of backgrounds, live in big cities and small towns, teach in self-contained classrooms and large universities, and have lots or little leadership experience. What they have in common is their desire to contribute to the success of CEC. CEC relies on volunteers to assist with meeting the Council's goals and objectives and moving the organization and the field forward.

What drives people who are busy with their jobs and families to take on more responsibilities? What's in it for you when you volunteer as a CEC officer?

Learning New Skills You Can Use on the Job

Volunteering not only gives people an opportunity to serve organizations and causes they believe in, it also helps individuals develop skills they can apply directly to their careers. These skills make them better employees and leaders in their own job situations. For example, through their responsibilities as volunteers, CEC members have honed their interpersonal, technical, and organizational skills.

"I work with 10 directors of special education who rely on me for staff development, knowledge of the law, and basically to provide them with information to assist them in doing their job effectively," said Kathleen Blake, California CEC Governor. "Through my volunteer efforts with CEC and in my role as governor for the California Federation, I have learned how to listen and glean information, analyze it, and report it clearly and concisely."

Delegation is another skill CEC members have mastered through their volunteer activities. This skill has paid off for members in many diverse ways in their educational positions.

"Until I was in a leadership position, I never realized the importance of delegation," said Randy Schelble, president of the Utah CEC Federation. "It really is the role of a leader to bring everybody on board and get everyone involved. This has made a big difference in my work. We are able to get so much more done by delegating."

"I have learned how to draw people in and get them involved, which is very different than asking people to attend a meeting that they are expected to attend as part of their job," added Kevin Gallacher, president of Chapter 543.

Another benefit of voluteerism is that educators get the opportunity to extend their reach beyond their immediate setting.

"I get more of a national and international view of what goes on in special education through my contacts and volunteer efforts at CEC," said Blake. "When I need certain information, I call people from different states that I have met through CEC and send that information on to my local directors to help them get their jobs done."

The Personal Side

Why do CEC members volunteer? One reason is that they believe in CEC's mission and want to help students with exceptionalities and the organization achieve their goals. Another is that they find they reap many, many rewards from volunteering.

"Working with high quality, positive, unselfish people; putting something back in the community; broadening yourself; feeling that sense of community," said Gallacher. "These are intangible benefits but rewarding. There is real personal satisfaction. You may think that you are giving up something, but you are really getting back more than you give."

To Volunteer. . .

For information on how you can become a CEC officer, help with your CEC unit, or contact CEC officers and leaders, please call the CEC Constituent Services Center at 888/232-7733. We'll put you in touch with other CEC volunteers. ■

inside

JANUARY 1998 VOL. 4 NO. 6

CEC Today is published 10 times a year, Jan/Feb, March, April/May, June, July, Aug., Sept., Oct., Nov. and Dec., by The Council for Exceptional Children, 1920 Association Drive, Reston, VA 20191-1589. Telephone 888/232-7733, TTY 703/264-9446, lyndav@cec.sped.org, WWW: http://www.cec.sped.org.

CEC Today is not copyrighted. Members are encouraged to copy and disseminate information in this publication.

CEC President: Linda Marsal

Executive Director: Nancy D. Safer

Editor: Lynda C. Voyles

Contributing Editors: Jacki Bootel, Public Policy; Jean Boston, Publications; Jane Burnette, Information Services; Margie Crutchfield, Professional Standards; Anmarie Kallas, Continuing Education; Caroline O'Connell, Communications; Grace Zamora Durán, Membership; Susan Simmons, Membership

Service Learning Yields Real Benefits for Students with Disabilities *1*

The Revolution in Educational Materials *1*

CEC Presents Award to Education Secretary Richard Riley *2*

Exceptional Children's Week *2*

Member Benefits *3*

Advocacy in Action *4*

Student CEC Spotlight *6*

Canadian CEC *7*

Division Focus *8*

Professional Advancement *10*

Member to Member *12*

Speaking Out *11*
What About Autism? Can CEC Accommodate Special Interests?

Classified Ads *15*

Calendar of Events *16*

Advocacy in Action

CEC Makes Recommendations for IDEA Regulations on the Assessment of Students with Disabilities

CEC recently made several recommendations to Congress regarding the assessment of students with disabilities. Following are highlights from CEC's statement:

Issues Related to the Current Status of Performance Goals and Assessments in States

- A balance must be struck between expectations that are either too high or too low for students with disabilities. We must guard against increased dropout rates due to inappropriate implementation of challenging standards, as well as the setting of unduly low standards for students with disabilities.
- Each state should develop modified standards for those students pursuing functional curricula.
- The vast majority of states need to improve the number of students with disabilities participating in assessments.
- The goal of obtaining valid indications of performance must guide the determination of modifications for assessments.
- More accountability (i.e., documentation) for how decisions are made and how many students actually use accommodations is needed.
- Guidelines for student use of technology during the assessment process should (a) ensure that the same level of technology identified by the Individualized Education Program (IEP) team as necessary for learning is also available to the student during assessment and (b) require that technology options available for assessment reflect the current state of universal design considerations and accessibility.
- Guidelines concerning the participation of students with disabilities in the general education curriculum should address instruction goals, as well as the purpose of the assessment.

Implementing the New IDEA Requirements

- Each state must report on the performance of students with disabilities separate from the performance of all other students and in the same way the state typically reports data. Data on students with disabilities would be reported unless to do so would reveal the performance of individual students.
- To determine what type of assessment a student would take, educators should consider the goals and standards of the curriculum, how the goals of the student's instruction are linked to these, and the student's participation in the general education setting.
- To determine which accommodations a student will use during assessments, the IEP team's recommendations will have to be tempered by state policies about allowable accommodations. IEP teams will need training in the assessments in their states, their characteristics, purposes, and any consequences assigned to them.
- The field should have information about how to design and implement an alternate assessment and consistent policies for decisions about who participates in alternate assessments.
- General and special educators should be involved in the development of alternate assessments.
- Parent training is needed to inform them about the purpose of state assessments.

For the complete copy of CEC's recommendations on assessment, see CEC's Web site: http://www.cec.sped.org.

To learn more about standards and assessment in special education, join us for CEC's Satellite Broadcast, "IDEA Reauthorization: Focus on the IEP and Performance Assessment," to be held January 21, 1998. For more information or to locate a site near you, call 888/CEC-SPED or see CEC's Web site: www.cec.sped.org.

Preconvention Workshop on IDEA '97

Join us in Minneapolis, MN, April 15, 1998, for a preconvention workshop on "IDEA '97: Let's Make It Work." Presented by CEC Public Policy Director Joseph Ballard and CEC policy specialists Beth Foley and Jay McIntire, this workshop will bring you up-to-date on all the changes in the new IDEA. The presenters will provide an overview and analysis of the law based on their unique knowledge and experience. With the benefit of their inside knowledge of Congress, they will also explain the various applications for local educators.

This dynamic session is a must for special and general educators, administrators, program leaders, and others who work with students with disabilities.

For more information on this and other CEC preconvention workshops, see the CEC Web site: www.cec.sped.org. ■

IDEA Receives 61% Increase Since '94!!!

Of all the major education programs, special education has received one of the highest increases in funding for FY 1998!!! Part B (state grants) is up 22% from FY 1997, and total IDEA programs received a 19% increase!!! The most impressive figures, however, can be seen over a 4-year period: Total IDEA programs have received a 61% increase since 1994!!!

That just proves that CEC members have been working extremely hard, together with CEC staff, to convince Congress how important increased special education funding is to the success of our programs!

There have been several members of Congress leading the way to this dramatic increase whom we should thank. Those include Reps. Bill Goodling (R-PA) and John Porter (R-IL), and Sens. Judd Gregg (R-NH) and Trent Lott (R-MS). Please let them know how grateful we are for their dedication to our field.

But most of all, we should give ourselves a big pat on the back!!! Without your calls, e-mails, personal visits, and letters the message would not have been as strong. THANK YOU for all you've done for the profession!!

Universal Design, *from page 1*

strate the skills and knowledge they have gained.

CEC, with OSEP and the OSEP/ERIC Special Project Focus, hosted a groundbreaking conference on universal design on November 17-19, 1997. Leaders in the field, software and textbook publishers, and representatives from major educational organizations came together to learn about the latest products using universal design, as well as plan for the continued development of such products and their adoption in the schools.

Perhaps at no time has it been more apparent that education must embrace universally designed products. IDEA 1997 mandates that students with disabilities must have access to the general education curriculum—a goal that is nearly impossible given current materials and the many demands on special education teachers. Universally designed materials make it possible for educators to meet this challenge. These materials allow educators to modify curriculum to meet each student's needs and to do so within a manageable timeframe.

"Far from being a luxury, universally designed materials are a necessity for our students and special educators," said Nancy D. Safer, CEC's executive director. "They will enable many of our students to meet the standards being set forth in the states. And they will help teachers overcome the biggest obstacle they face in helping students succeed in the general education classroom—the enormous amount of time it takes to modify curriculum."

Differences in Learning Modalities

New findings in brain research show how strengths and weaknesses in learning modalities occur. Individuals have differing amounts of cortex (matter) devoted to visual recognition, auditory recognition, tactile recognition, etc., according to David Rose, co-executive director of the Center for Applied Special Technology (CAST) and member of CEC's Massachusetts Federation. Cortex can be thought of as different processors in the brain that work together to enable us to perform different tasks or skills. Those individuals who have a large amount of visual cortex are adept at visual recognition; those with large amounts of auditory cortex are skilled at auditory recognition. Others, with large amounts of tactile cortex, learn well tactilely.

Of course, there is considerable variation in the amount of cortex each of us has in each of these areas, which accounts for the great differences in our abilities and weaknesses. Also, some individuals may have no cortex at all in a particular area: A person who is blind may have no functional visual cortex.

These findings show that schools do students a disservice by not offering materials that are universally designed. Because most schools lean heavily toward the visual modality, individuals with large amounts of visual cortex do well. However, those who have large amounts of auditory or tactile cortex are at a disadvantage—and often deemed disabled—even though they may be quite proficient at learning and expressing themselves through another modality.

Features of Universal Design

One of the principal features of universal design is that of redundancy—the idea that the same information should be provided in several ways. With redundant representations, users can access content through the medium that works best for them. For instance, a student who has difficulty reading could understand a universally designed text because he or she could look at the pictures, hear descriptions, and hear the words read aloud.

"Redundancy reinforces ideas for everyone because we all have different learning styles and because multiple representations support one another," said Anne Meyer, CAST co-executive director. "They give individuals a variety of ways to 'get the whole picture.'"

Redundancy has been shown to be particularly useful for students with learning disabilities, who often need multiple avenues of access and support.

In addition to presenting the same materials across different modalities, as described above, universal design also allows users to alter information within modalities, such as making text larger or sounds louder.

Likewise, teachers can use universally designed products to enhance the educational experience of their students with disabilities. For example, the pace of oral reading can be changed, the text magnified, the level of reading difficulty altered, etc.

Universal Design Conference Participants

American Federation of Teachers
A.U. Software, Inc.
Bells Mill Elementary School
CAST, Inc.
Creative Kids Foundation
Gallaudet University
Houghton-Mifflin
Microsoft Corp.
National Association of Elementary School Principals
National Association of Secondary School Principals
National Association of State Boards of Education
National Education Association
Office of Special Education Programs
RESNA
Scholastic, Inc.
SkillsBank
Software Publishers Association
Linda Beardsley
Michael Behrman
Doug Carnine
Melissa Hayden
Lee Swanson
Gregg Vanderheiden

However, for any of this to happen, the materials must be presented in digital format. Unlike print, digital media can be converted to different formats with ease and minimal expense. Additionally, for universal design to be effective, it must be part of a product's original design. As special educators know too well, trying to modify curriculum that has been developed for a particular type of student does not work well. Too many times, modifications added after the fact do not allow students to be integral members of the class and/or exclude parts of the curriculum students will find interesting or engaging.

Universal design also requires educators to revamp the way they develop curriculum goals. Educators must design goals so that they are broad enough to meet the full range of modalities and media, says Rose. For instance, instead of identifying the goal "writing" for students, the broader goal the teacher wants the student to master might be composition or communication. Students could meet these broader goals through a variety of modalities: speaking, writing, art, or musical composition.

"If we say the only way to get an 'A' on this curriculum is to do it in writing,

Continues on page 15

Perfecting the Professional Portfolio

BY MARGARET HESKETT

Professional portfolios are becoming increasingly popular in the job market. In fact, many undergraduate colleges and universities are requiring all education majors to develop one before graduation. A word to the wise, start developing a professional portfolio NOW!!

Having a professional portfolio is important for many reasons. It is a handy example of your work and beliefs about education. It is a convenient place to store important information about your teaching abilities. And, it will help you secure the perfect job.

The Perfect Portfolio

What to include in a portfolio is an individual decision. However, here are some guidelines to bear in mind when developing a portfolio. First, remember a portfolio is a yearbook of your teaching abilities. If you have not begun collecting a file of impressive course work or lessons, look through your materials and compile them NOW—even if you're a first-year education major!!

What to Include

A portfolio should begin with a table of contents, which makes it easy for the interviewer to flip to the pages she feels are most important. It should also include a letter of introduction, which is similar to a cover letter. Include the purpose of the portfolio and state career objectives here. Your resume is also a helpful tool. Everyone on the interviewing team may not have seen it, and it serves as a quick reference for those who do not have a copy handy. Also include letters of recommendation and formal evaluations.

Other items to include in your portfolio are

- **Educational Philosophies**—Think carefully about your professional philosophies and write them down. The most important one is your personal philosophy of education and learning. It's a good idea to have a hard copy of this, as this question will undoubtedly be asked in an interview. You should also consider including your philosophies of discipline and assessment.

In fact, you could include an entire section on assessment. This would be an excellent place for you to write a summary of assessment techniques you are familiar with. Also indicate by list or description all the formal tests you have used. Be sure to display original assessments.

- **Professional Growth**. This section demonstrates your initiative to further your education. You could demonstrate this through book reviews and journal summaries. Or, include brochures and/or materials from CEC's convention and summaries of sessions you attended.
- **A Piece on Classroom and Behavior Management.** This is essential to a professional portfolio. Share personal strategies and cite specific examples of difficult classroom situations.
- **Visuals**. Pictures of students working on lessons and of their original work are great ways to catch an employer's attention. Often, a prospective employer will not read everything in a portfolio, but neat, colorful visuals are an easy way to draw positive attention to personal attributes. Adding interesting captions to these visuals will also draw the prospective employer's attention. In addition, include samples of original teaching materials, including games, their pieces, and flashcards.
- **Case Studies.** Case studies that show student learning problems and the teaching strategies and materials you used are an important component of a portfolio. Include special lessons or learning packets you developed. Include a minimum of one or two units.

This is where all your creative energy can shine through!! Your case studies provide an excellent opportunity to demonstrate teaching capabilities to a prospective employer with all those excellent visuals.

Using Your Portfolio

Now that everything is in place and looking great, here are a few tips for using the portfolio during an interview.

- **Bring the portfolio to all interviews.** Not all prospective employers will want to see it, but it is better to have one and not be asked to see it than appear unprepared. If an employer does not ask to see your portfolio, you can always highlight one or two items in it in response to a question. Choose items that show your best teaching practices and will be most beneficial in securing the position.
- **Be prepared to leave extra samples of your work.** The team may not have time to look at your portfolio during the interview or may want to examine your work more closely. Have some additional copies of your best work that you can leave behind.
- **Know your portfolio inside and out.** While it is not meant to be read from during the interview, you can use your portfolio as a reference. For example, when asked to name formal tests you used, you could refer to that page. Make sure you can open to the correct page quickly and not waste time looking for a certain page.
- **Update your portfolio regularly**. Like resumes, portfolios should constantly be changed and updated. Add new materials as you become more experienced. Try keeping all your materials in a three-ring binder, so you can make additions and deletions with ease. Also, as time passes, your beliefs about education will change, and your portfolio should reflect this.

Prospective employers are requiring professional portfolios more and more. Be sure to have one, and remain on the cutting edge of the job market. ■

Margaret Heskett is a student at the University of Maine, Farmington. She is a member of CEC Chapter #964.

Ontario Teachers Return to Classes, Still Challenge Education Bill

Though Ontario teachers are glad to be back in their classrooms, an underlying tension marks their days—the result of passage of Bill 160, the Education Quality Improvement Act 1997. Uncertainty about the bill's specifics, as well as continuing challenges against the legislation in the courts, have left teachers fearful and uncertain about their future and that of their students.

If the bill survives, educators foresee changes that could damage the quality of services for students. Under the current legislation, funding formulas would change, which could result in a loss of teachers and teachers' aides; secondary teachers would lose planning time; and unqualified personnel could be hired as teachers. Also, principals and vice principals could no longer be part of the union, and control of many school issues would pass from local school boards to the provincial government.

Ontario special educators are concerned that the law's mandates could hurt the gains made in special education in recent years. With decreased funds, quality of services for students with special needs may decrease. Fewer teachers could result in an increase in class size while the number of inclusive classes may decrease. At the very least, teachers will be unable to give students with exceptionalities the individualized attention they need, according to Jackie Bajus, principal of St. Bernard Catholic School and St. David Catholic School in Hamilton, Ontario, and president of the Ontario Federation.

The Ontario Federation has taken action to protect special education under the new legislation. In a letter to the Minister of Education, the federation has questioned the bill's implications on special education programs as well as how the law will ensure qualified staff to serve students with special needs.

Bill 160, which was to have improved the quality of education in Ontario, has proven to be one of the most contentious in Canada's education history. All Ontario educators participated in a 10-day strike protesting the bill, and teachers are still opposing the legislation.

"The controversy for teachers was that although it is called an improvement act, we couldn't see any improvement happening," said Bajus. ■

Autism Social Skills Book Revised

The second edition of *Social Skills for Students with Autism*, by Richard L. Simpson, Brenda Smith Myles, Gary M. Sasso, and Debra M. Kamps, covers four approaches to teaching students with autism social skills: direct skill instruction, antecedent prompting procedures, peer-initiated strategies, and peer tutoring.

Direct skill instruction identifies social skills that need to be developed, then determines the steps required to build those skills and provides practice in a variety of settings. With peer initiation strategies, socially competent peers are taught how to initiate and encourage social interactions with students with autism in natural settings. With peer tutoring, socially competent peers learn to use effective teaching techniques and positive reinforcement to teach academic subjects to classmates with autism.

A new section on cooperative learning and tutoring describes more reciprocal instructional arrangements where students take turns asking and answering questions or practicing correct responding. Peer tutoring and cooperative learning arrangements are becoming increasingly commonplace. Both general and special educators are recognizing these programs as a means of fostering integration and increasing learning activities. ■

Stock No. P343R, $9.75, CEC Members $6.80. Call 888/CEC-SPED to order.

Professional Skills and Knowledge for Educational Diagnosticians

The following skills are in the validation process for addition to the skills needed by beginning Educational Diagnosticians.

- Assess rate of acquisition, degree of comprehension, and extent of retention of student learning.
- Assessment of cognitive abilities and scholastic aptitudes.
- Use of curriculum-based, performance-based, and other forms of authentic assessment.
- Refer to and participate in a comprehensive evaluation to determine the need for individual assistive technology.
- Use assistive technology as appropriate to ensure valid assessment.
- Interpret assessment results considering the influence of language and culture.
- Assess career and vocational aptitudes and interests.
- Collaborate and consult with education and agency professionals, families, and students to develop and implement an effective assessment process.

CEC/NCATE Folio Reviewer Training

CEC needs to increase its pool of trained reviewers to examine folios submitted by special education personnel preparation programs as part of the NCATE accreditation process. The next training program will take place on April 16, 1998, during the CEC Annual Convention in Minneapolis.

Reviewers must
- Be a CEC member.
- Successfully complete the training program.
- Have experience with or knowledge of CEC Guidelines for Approval of Special Education Preparation Programs.

For more information or a Folio Reviewer Application, call 703/264-9484, or email: margiec@cec.sped.org

Division Focus

CASE

The Council of Administrators of Special Education

The CASE International Conference on Public Policy in Special Education was held in San Diego, CA, in mid-November. Highlights included a preconference dialogue with Tom Hehir, Director of the U.S. Office of Special Education Programs. Local administrators discussed the new amendments to IDEA with OSEP staff. Attorney Art Cernosia offered another perspective on the new law, and local and state administrators described model interim alternative settings used in their districts.

CASE is currently focusing on the CASE Institute on IDEA. The institute, scheduled for January 28-30, 1998, in Clearwater Beach, FL, will offer administrators an educational perspective on the new amendments.

CCBD

The Council for Children with Behavioral Disorders

CCBD invites you to attend two 1998 events designed to address the IDEA reauthorization.

"Don't Be in Defiance—Understand Compliance: Implementing the New 1997 IDEA" will be held on February 20-21, 1998, at the Radisson Hotel Orlando Airport in Orlando, FL. Participants will hear keynote presentations by Eleanor Guetzloe, Bev Johns, Richard Van Acker, and others and then will give feedback on translating the IEP and discipline requirements into practice. From this forum, a best practice manual will be published and available through CEC.

On July 14-15, 1998, CCBD will host a training institute on "Dealing with the Everyday Frustrations of Discipline in Relation to the New IDEA" at the Radisson Normandie Hotel in San Juan, PR. Cathy Kea and Nancy Lopez will address cross-cultural perspectives on discipline, and Eleanor Guetzloe and Bev Johns will address discipline through effective behavioral management plans. For more information, contact Lyndal Bullock at 940/565-3583.

CEC-DR

The Division for Research

President-Elect Mike Gerber and the DR Executive Board have arranged a number of outstanding presentations for CEC's 1998 convention. Highlights will include a fireside chat featuring last year's CEC Research Award winner Naomi Zigmond, who will discuss the process of establishing a research career.

In other sessions, Karen Harris will present cutting edge research on the writing process. Beth Harry will conduct a how-to session on qualitative research, which will take participants from initial conception of a qualitative research study through data collection and analysis to the final report.

CEC-PD

Pioneers Division

The Pioneers will honor Fran and Leo Connor at their Saturday Showcase at the CEC Convention from 8:30-10:30 a.m.

Interested in starting your own CEC Unit Archives? Attend a special session conducted by June Robinson, CEC Archivist, on Thursday of CEC Convention Week.

The Regal Minneapolis Hotel will be the Pioneers Headquarters Hotel. The Pioneers invite everyone to their annual general membership meeting and dinner to be held on Saturday, April 18, 1998, at 6:00 p.m. To join CEC-PD for dinner, send your check for $35.00 to Nancy Hall, 2543 Manitou Lane, White Bear Lake, MN 55110. Checks are payable to Nancy Hall.

CEDS

Council for Educational Diagnostic Services

What's next? The CEDS Annual Topical Conference, to be held in Las Vegas, NV, on October 14-17, 1998. CEDS invites you to submit a proposal for inclusion in the program. Priority will be given to proposals on assessment and the implications for instruction and possible interventions. Topical areas include:

- Identification of and intervention with students with ADHD, emotional/behavioral disorders, learning disabilities, and multiple disabilities.
- Vocational assessment and transition to postsecondary placements.
- Assessment and information gathering techniques appropriate for students in inclusive environments.

DLD

The Division for Learning Disabilities

Many important issues are discussed in the DLD journal, *Learning Disabilities Research and Practice*, and the newsletter, *The DLD Times*. DLD members receive each of these publications as part of their annual dues ($20 for regular members; $13 for students).

DLD officers and committee members are involved in a variety of forums and activities to address issues affecting LD. Here are examples of activities in which DLD officers have participated recently:

- The Coordinated Campaign for Learning Disabilities, which provides awareness of LD.
- The National Joint Committee on Learning Disabilities, an interdisciplinary forum that reviews issues for educational and governmental agencies.
- DLD has provided input on the proposed IDEA 97 regulations and appropriations, and officers have attended regional meetings to discuss the proposed regulations. Also, DLD has worked with other CEC Division officers to create a document that will assist teachers and administrators implement the new IEP regulations. If you wish to participate in these activities or provide input to DLD's positions on these issues, write to DLD, CEC, 1920 Association Drive, Reston, VA 20191, or e-mail: hmcgrady@aol.com.

TED

Teacher Education Division

Join us in Dallas for the annual TED Conference, "Bridging to the Twenty-First Century: Implications for Personnel Preparation and Service Delivery," to be held November 11-14, 1998. TED invites you to submit presentation proposals. For more information, contact Kathlene Shank, Fax: 217/581-7004, or e-mail: cfkss@eiu.edu.

Thank you to Diana Jhammitte and her committees for putting together an exciting TED 1997 conference. The TED executive board, committee members, and others, under the leadership of President Lynne Cook and facilitator John McLaughlin, conducted a comprehensive strategic planning session. The results will be shared with TED membership in the upcoming months.

Visit the TED Web site: http://edhd.bgsu.edu/ faculty/seanj/TED/ home.html to get the latest information on TED activities.

Service Learning, *from page 1*

During their service learning experience, her students practiced working with measurements, fractions, and reading skills while giving to the community.

Another service learning project that helps students with disabilities improve their skills and learn they can help others is cross-age tutoring. Frankie Sylvester, program specialist for special education in Fresno Unified School District, has seen students with disabilities help young children learn to read. Here, the students not only read with the children but also plan the lessons, the activities they will do with the children, and grade them.

"Nonreaders will practice and practice so they teach the younger children correctly," she said.

"There's nothing like the feeling you get when you help somebody younger to read when you don't do that well yourself," added Caseau.

Because students get so involved in the service learning projects, their attendance has improved—and their grades, according to teachers using service learning.

Through service learning, students also explore subjects that are often not addressed in school. One service learning project involved working with the elderly. Students read to nursing home patients, made decorations and cards, visited, and bonded with the patient to whom they were assigned. At times, a patient was ill and the students had to deal with that. And, at times, a patient would die. These experiences allowed the students and teachers to talk about death, loss, and sadness. Likewise, students who worked with the homeless delved into topics such as what it is like to be without or at a disadvantage.

In addition to opening doors to new ways of thinking, service learning opens doors to the community for students with disabilities. Through service learning, students with special needs can see themselves fitting into the broader picture beyond the neighborhood, says Caseau. Service learning also can introduce students to job opportunities and help them make connections they can use beyond high school.

While service learning leads to academic and social skills improvement, these gains cannot overshadow the self-growth that occurs with this unique teaching strategy. Through service learning, students with special needs learn that they, too, have something to give. With that knowledge, students gain self-esteem, responsibility, confidence, tolerance, and empathy for others.

It was through service learning that a group of severely emotionally disturbed students (SED) learned that they could help someone else, said Sylvester. These students were working with very low-functioning children. Despite some initial reluctance by some of the toughest students, they worked with the children over the semester. During that time, they learned these children could not even go out on the playground or eat without their help.

"The students with SED found they were really and truly needed," she said.

Age Is Not a Factor

Students of all ages, from the primary grades through secondary school, can participate in service learning. While most service learning projects for older students occur off campus, those for children in the elementary grades take place on school grounds. Some examples of service learning projects for young children include planting flowers, feeding animals, a clothes drive, providing Christmas presents for a needy family, and making cards for someone in the school.

Though gaining community and administrative support may be difficult initially, teachers who have used service learning with their students with disabilities feel it is well worth the time and effort. Through service learning, students with disabilities learn that giving is as important as receiving.

"With kids who are always given so much, such as kids with disabilities, the point comes where they think, 'Everybody owes me,'" said Sylvester. "Service learning teaches them to give and to not expect anything in return." ■

Setting Up a Service Learning Program

Planning

- Find out what is available in the community, how your students can help, and how often the students are needed. Also, explain the risks involved, i.e., the students may swear or act out.
- Make sure multiple roles are available for students who may not want to work directly with individuals.
- To gain administrative support, show how the project will include curricula.
- Explain to parents individually the purpose of service learning and what you want to accomplish.
- Plan for transportation (school bus, chartered bus, parent or teacher drivers, or public transportation). Work out the route ahead of time.

In the Classroom

- Brainstorm with your students. Talk about who needs help in the community and how the students can help them. Let your students decide what project they want to do.
- Have the class research the project.
- Prepare your students. Talk with them about what it means to give and how it feels when we give without expecting anything in return. Also, you may need to help them learn about what to expect as well as appropriate social skills for the situation.
- Reflection—Reflection time is critical. During this time, the class talks or writes about how the service learning went, what was good, what problems they encountered, what they would do differently. The class can also discuss how a particular situation could make someone feel and problem solve. Students can also determine further courses of action, such as writing to Congress on behalf of the people or situations they are serving. Or, they can offer suggestions for improving situations (one class designed a home for the elderly).

Part of the Curriculum or a Reward?

Many teachers use service learning as a reward, something students earn through appropriate behavior or achievement. However, others make service learning an integral part of the curriculum.

Linking Assessment and Instruction

A CEC Institute on Performance Assessment and Exceptional Learners

Learn how you can use performance assessments to define and assess educational outcomes at CEC's Performance Institute.

Experts on assessment and exceptional learners will cover topics such as IDEA '97 provisions about performance goals and assessments, analyzing performance data, linking assessment to instruction, appropriate accommodations and modifications, and alternate assessments.

When: February 13 & 14
Where: The Sheraton Inner Harbor
Baltimore, Maryland

Tuition: $249 - CEC Member
$299 - Nonmember
$199 - Student
$250 - Nonmember student

5th member of team registers free!

Call 888/CEC-SPED and register today!

CEC's Job Bank is Here!

CEC's new job bank, Career Connections, provides members with three different programs to connect job seekers with employers:

JobMatch is an Internet job bank for special education professionals at all levels. From January through February, employers can post up to 10 jobs FREE!

ResumeMatch is a database of resumes that employers can search to find appropriate applicants. Special educators seeking employment fill out a standard application form and submit the form and their resume.

Consultant/Trainer/Expert Witness Directory is an on-line listing of resumes or information profiles of special education professionals available as consultants, trainers, or expert witnesses. The directory is exclusively for CEC members.

For more information, see CEC's Web site: http://www.cec.sped.org. Or, call 614/529-0429

Special Focus on Technology at CEC's 1998 Convention

At CEC's 1998 convention, you'll find the technology solutions you need for your students and see the newest resources from today's educational technology leaders.

Two Special Presentations

- **Microsoft Corporation** will give you insights on what is happening with PC technology in the special education market and a glimpse into the future of assessment tools and curriculum software.
- **Prentke Romich Company, Reunion Software,** and others will give you tips on "What You Need to Know to Make a Wise Technology Purchasing Decision." You'll learn those "key points" to help you make and defend your technology purchase recommendatons and decisions.

See CEC's Technology Zone

Some of the technology exhibitors featured in CEC's 1998 Exhibit Hall are

- **Ablenet**—Augmentative communication devices, mounting systems, switches/control products, and learning tools for those with severe disabilities.
- **Assistive Technology, Inc.**—Communication hardware and software.
- **Attainment Company—**Multimedia, video, and software products.
- **AVR Sonovation—**Technology for communication disabilities.
- **Chalkware Education Solutions—**Software for teachers (IEP) and administrative software.
- **Computer Curriculum Corporation—**K-12 software for science, math, and language arts.
- **Daedalus Technologies, Inc.**—Adjustable/flexible mounting and workstation systems for PCs, communication devices, etc.
- **Didax Educational Resources—**Math and language arts software and manipulatives.
- **Educational Design, Inc.**—Video and print products in language arts, math, careers, and social sicences.
- **Enterprise School Software—**IEPs and student information management.
- **Follett Software Company—**Interactive multimedia and CD-ROM.
- **Franklin Learing Resources**—Hand held electronic references; spelling and language tutorial products.
- **Don Johnston**—Augmentative communication and computer accessibility products and tools for those who struggle with reading/writing.
- **K-12 Micromedia Publishing**—IEP software.
- **Kurzweil Educational Systems, Inc.**—Reading systems for those with learning and vision disabilities/blind.
- **Laureate Learning Systems, Inc.**—Speech/language and language skills software.
- **Learning Systems Technologies—**Customized data management and IEP software.
- **Leader Services Software**—IEP and data management software.
- **Meridian Creative Group**—Interactive multimedia products in math, science, and language arts.
- **Mindplay Software**—Skills development software, pre-K to 8, emphasizing inclusion/cooperative learning.
- **PBS Video**—Video, laser disc, and software from public TV programs.
- **Perfect Solutions**—Laptop PCs with text-to-speech capability.
- **Polaroid Education Program**—Pre-K to 12 curriculum material, video and imaging technology.
- **Prentke Romich Company**—Augmentative communication devices and therapy materials.
- **Reunion Software**—IEP and case management software.
- **Sentient Systems**—Multiple platform communication systems.
- **SkillsBank**—Comprehensive basic skills software.
- **Williams Sound Corporation**—Personal, class, large area FM sound systems, and large area infrared systems. ■

Focus on the IEP and Performance Assessment

CEC's Second Satellite Broadcast on IDEA 1997

Don't miss CEC's Second Satellite Broadcast on January 21, 1998! This is your opportunity to get the information you need on IDEA's new provisions for individualized education programs (IEPs) and performance goals, indicators, and assessments from the convenience of your home district!

The broadcast will focus on all aspects of the IEP changed by the 1997 IDEA amendments and take a comprehensive look at the legislation's new performance requirements. Teachers and administrators will learn practical strategies to implement IDEA's new provisions in these two important areas, as well as the law's underlying objectives.

Register as a downlink site today and take advantage of this distance learning opportunity! Join our expert panel and learn new strategies to

- Develop special education goals that relate to students' involvement and progress in the general curriculum.
- Relate curriculum and instruction to performance assessment.
- Write and implement benchmarks or short-term objectives.
- Determine the best accommodations to make for individual students during performance assessments.
- Decide when alternate assessments are necessary and how to use them effectively.
- Involve the general education teacher in the IEP process.

For a Broadcast Site Near You...

CEC's Satellite Broadcast can be delivered via satellite to a downlink site near you. Each site will register with CEC for the low site registration fee of $249.00. Depending upon the seating capacity at each site, sites may invite as many participants as appropriate. Site facilitators may elect to charge participants a nominal fee to defray the cost of the site registration fee and duplication of materials. If you have a site in mind, have them register now!

To find a site in your area capable of receiving the downlink signal, contact local community colleges, universities, high schools, and professional development centers. Many of these organizations have the capability to receive a satellite downlink and may be willing to register a site. For more information, call 888/CEC-SPED. Ask about the special package price when you register for telecasts 2 and 3!

The broadcast will originate from the Region IV Education Service Center in Houston, TX. ■

TAKE IT FOR granted

Technology Enhancement—The Education Department is inviting applications to enhance new technology applications in schools, improve student achievement, and provide professional development. Eligibility: Local education agencies. Consortia may include other LEAs, state education agencies, higher education institutions and businesses. Deadline: February 13. Contact: Almita Reed, Office of Educational Research and Improvement, 202/219-1385.

Funding for Personnel Training—The Education Department will fund projects to prepare personnel to work with children with disabilities. Eligibility: State and local education agencies, other public agencies, higher education institutions, private nonprofit and for-profit organizations, tribes and tribal organizations. Deadline: February 3. Contact Grants and Contracts Services Team, Office of Special Education and Rehabilitative Services, 202/205-8285. Send requests via fax: 202/205-8717.

Grants for At-Risk Youth—The Freddie Mac Foundation will fund education programs that focus on child abuse prevention and education, particularly early childhood education. Education programs should address the developmental needs of children ages 1 to 6. Eligibility: Schools, school districts, colleges and universities. Deadlines: March 1, June 1, September 1, 1998. Contact: Carlisa Hill, 703/903-2214, http://www.freddiemac.com

Funding for Jobs Programs for Students with Disabilities—The Education Department is inviting applications for projects that help create and expand job opportunities for students with disabilities through partnerships with private industry. In particular, the department favors projects that serve federal empowerment and enterprise zones or establish collaborative consortia with designated state vocational rehabilitation units, the business community, and other groups. Deadline: January 13. Contact: Grants and Contracts Service Team, 202/205-8351, CFDA number 84.234N. For more information, contact Martha Muskie, 202/205-3293, e-mail: martha_muskie@ed.gov.

CEC

Inclusive Schools Institute

Been There. Done That. What Now?

Inclusive Practices for the 21st Century

Learn about
IDEA 1997: Inclusive & Transition Practices.
Best practices to measure desired inclusive outcomes.
Efficient staffing and scheduling strategies.

February 19 & 20
Atlanta, GA

TUITION:
Member: $249
Nonmember: $299
Student: $199
Nonmember Student: $250

Call 888/CEC-SPED today!

Parents: Friend or Foe?

BY SHARON GONDER

While teachers and parents know they need to work together, in some cases educators and parents can seem more like adversaries than team members. Teachers berate parents for refusing to come in for conferences or get involved in their child's education, and parents claim that teachers are incompetent and uncaring.

To breach this type of misunderstanding, teachers may need to learn a little more about their students' parents and their background, as well as use some creativity to overcome parent resistance to working with the school.

Following are some insights into why parents may not show a more avid interest in meeting with school personnel and suggestions to get beyond the teacher-parent stand-off.

Why Parents Don't Join the School Team

To get parents to join our "team," we must first understand their background with the school. Often parents have deep-seated scars from their childhood experiences. Some of their fears could stem from:

- Their having made poor grades as a child.
- The only time the school contacted their parents was when they were in trouble.
- Their own school experience was unpleasant socially.
- Since their child is having trouble, they are afraid the school will tell them they are a poor parent.
- They are afraid school personnel will think their child is "dumb."
- They are afraid their child will be treated unfairly.
- They lack confidence in their ability to talk to "educated people."
- They may believe all public servants (e.g., teachers, police) are no good and out to get the common folk.

Without meaning to, we may actually scare parents away when they do come for conferences. (Remember, parents react differently when frightened. They may withdraw, become verbally aggressive, threaten, etc.) Some ways educators can intimidate parents are to

- Schedule too many school personnel for the conference so the parent feels outnumbered.
- Discuss only misbehavior, poor classwork, etc.
- Forget the parent's ideas should be included in the plan of action.

Tried and True—Strategies to Involve Parents

To get your students' parents more involved, try the following suggestions. They are "tried and true," having proved successful in schools that are changing the role of parent to "involved parent."

- Call or write before school starts to introduce yourself and list some of the projects planned for the year.
- Call frequently, send happy grams, etc., saying something positive about every child (look hard, you can find something, even if it is only that he was able to finish one more math problem today than yesterday).
- When you must make a negative contact, always begin with something positive. Don't end the conversation until a plan of action is developed that uses some of the parent's suggestions.
- If several educators need to participate in a conference, pace their contact so that no more than two are in on the conference at one time. After the parent has met several times with most of the people involved, then it is more reasonable to include several educators at a time.
- Compliment parents about something (helping a child study for a test, bring a special show-and-tell, or bring needed materials; that something good they said to the child made a slight attitude change). The happy gram you send home could be about the parents!

When More Is Needed

These suggestions go a long way to alleviate some of the fears and open doors to meaningful collaboration between parents and teachers. However, sometimes teachers need to use more "involvement type" activities to prove to parents that school can be a good place for their child. When a child sees his or her parents' attitude toward school change, the child begins to change his or her attitude. Some activities that have worked are

- If the parents won't or can't come to school for a conference, meet the parents at their place of work, a nearby coffee shop, or their home. Their territory or neutral ground helps them feel less intimidated.
- The school can set aside two evenings a week (from 4:00 - 8:00 p.m.) to schedule conferences in the evenings so parents don't have to take off work. Teachers can be given comp time the following Friday.
- Arrange for parents to share in nonintimidating activities at school such as parents reading (or telling) a story to the class, telling the class about their job, or where they are from. They can also help stage or prepare simple costumes for plays, work with the children on computers, or help supervise recess.
- Arrange class periods at night for children to teach their parents how to use the computer. Be sure to start with simple word processing, simple games, etc.
- Ask parents to chaperone a field trip.
- Schedule a parent month when parents can come to school when they can arrange the time off and sit with their child for the day or half a day and eat lunch with them. Their child will be the "student of the day" when their parents come and get to be line leader, etc. This is enough of a reward for many children that they will want to get their parents to school. ■

Sharon Gonder is a consultant for special education program improvement and a professor at Lincoln University in Jefferson City, MO. She is CEC's 1992 Clarissa Hug Teacher of the Year.

A New Look for CEC's Home Page

The CEC home page is kicking off the New Year with a new look! Whether the second or seventieth visit, all recent visitors to CEC's Web site have been greeted with a new home page when they point their browsers to www.cec.sped.org.

Familiar Faces

The revised home page retains the navigability of the original "palette" page while providing the latest news that CEC members and special educators need to know right up front! All of the areas on the palette, such as Public Policy, Publications, and CEC Training and Events, are still accessible from the new CEC home page. They are now located on the left column of the page. Since computer screen sizes vary, do not hesitate to scroll down the page if you do not see the area you are looking for on the first screen.

New Places

While all of the familiar places can still be found on the CEC home page, Web site visitors will find that the new design gives the site room to grow! The "News" area will alert CEC members to the latest additions to the site, as well as updates on CEC events and special education news. The new home page also incorporates some exciting new features on the CEC Web site:

- **CEC Job Bank**—The only job bank on the Internet devoted exclusively to special educators! Follow the CEC Job Bank link directly from the home page to find out all about our searchable job bank online; resume referral service; and consultant, trainer, and expert witness directory.
- **CEC Unit Information**—To find out if your federation or division is online, follow the links beneath "CEC Unit Information." Here you can also link to the newly revised Student CEC area and to Canadian CEC information.
- **Search Capability**—Would you like to quickly find everything on the CEC Web site pertaining to "Inclusion" or another key word? With the Web site's new search capability, you can do so easily by clicking on the word "search" on the home page (beneath the photo collage), and following instructions from the search page.
- **Web Site Index**—To use our quick guide to the site's content, click on "Index" (beneath the photo collage) for a text listing of the Web's major areas and direct links to pages within each area.
- **Headquarters Directory**—Need to get in touch with CEC headquarters staff? Scroll to the bottom of the home page and follow the "CEC National Headquarters" link. On the National Headquarters page, you will find links to CEC headquarters, unit e-mail addresses, and phone numbers.
- **Feedback**—Tell CEC what you think! Click on the "Feedback" link toward the top of the page to let CEC know what types of information you would like to see on the Web site! ■

CEC *honor roll*

Tanis Bryan, professor at the University of Illinois at Chicago and CEC's 1996 Research Award Winner, and Karen Sullivan-Burstein, professor at Arizona State University and member of CEC Chapter #10, are the authors of "Homework How-To's," which was printed in the July/August 1997 *TEC*. This article is presented on LD OnLine, the official Web site of the Coordinated Campaign for Learning Disabilities.

Barbara Pickard Sirvis, member of CEC Chapter #117, was selected as the seventh president of southern Vermont College in Bennington, VT. Formerly, Sirvis served as Vice President for Academic Affairs at SUNY Brockport.

EXTRA *credit*

Free Software for Your School—PC Kids USA has announced plans to give K-12 schools $300,000 worth of free Microsoft software and $100,000 of its own instructional software, including the Encarta Encyclopedia Deluxe Edition, Microsoft Bookshelf, Working Phonics, Rainbow, or Curious Creatures. Contact PC Kids USA, 800/557-2466.

Advocacy for Literacy Legislation—The National Center for Learning Disabilities is urging public support for the proposed Reading Excellence Act. The proposed legislation seeks to improve the reading skills of young children by providing grants to states to train teachers in research-based reading instruction, operate parental involvement programs, and provide technical assistance training for tutors. For more information, access the Committee on Education and the Work Force's Web site, http://www.house.gov/eeo, or call 202/225-4527.

PBS Web Site Section for K-12 Teachers—Teachers can now use PBS's television and online programming in the classroom by accessing PBS Teacher Connex, a storehouse of information about PBS programming with uses in the K-12 curriculum, as well as associated teacher resources and off-air recording rights. Teachers can access this new service through the PBS Web site, http://www.pbs.org.

New Web Site for Captioning Information—The Captioned Films/Videos Program of the National Association of the Deaf has launched its Web site at http://www.cfv.org. Web users can borrow over 4,000 open-captioned films and videos, access lesson guides for education materials, or browse background information about the captioning process.

Tools for Teaching Reading—Alphagram Learning Materials, Inc. has released manipulative reading materials for students with learning disabilities. The program is designed to help children learn letters and sound out two- and three-letter combinations. Cost: *Is It a Word or Not*, $14.95; *Word Maker*, $34.95. To order, call 212/685-4095.

What About Autism? Can CEC Accommodate Special Interests?

BY JACK SCOTT

Research and practice are showing that autism is far more common than had been thought. As many as two children in 1,000 may have autism or a closely related disability such as Asperger syndrome. Truly exciting things are happening for many of these children, including dramatic progress with skillful intensive early intervention, utilization of the visual strengths possessed by most of these children, and greater understanding of the purposes of unusual forms of communication and behavior. The overall degree of parent participation is remarkable. But, despite these facts, autism remains in the background at CEC.

CEC and Autism

CEC, the largest special education professional organization, boasts 17 divisions that reflect organizational commitments in areas such as behavioral disorders, administration of special education, gifted, visual impairments, and early childhood. Some divisions clearly reflect traditional categorical structures within schools and universities, while others provide support for emerging emphases within the field. Others, such as the CEC Pioneers Division and the Division for Research, meet important special needs for the organization.

Few members are likely to believe that new categorically-focused divisions, such as a division for autism, would be a good idea. If one new categorically-oriented division was permitted, should we not then permit new divisions for additional subsets of disabilities? Steve Forness cautioned the field about the potential Balkanization of special education with each special interest fighting for its own share of the resource pie and special recognition of its right to exist. We don't need another Bosnia-style conflict within CEC. With 17 divisions, an existing division would, for all practical purposes, have to be dissolved to make room for another division, and this is not likely.

Yet, within CEC autism receives a low profile. At the annual convention, no autism strand is evident. Many prospective presenters must be confused or discouraged in trying to determine under which area they wish to submit their proposal on autism. Those responsible for routing these proposals for review as well as the actual reviewers may face an even more complicated situation. A similar situation exists in relation to publications. None of the division publications has a routine slot for autism articles. *Behavioral Disorders*, the Journal of the Council for Behavioral Disorders (CCBD) ran a special issue on autism not long ago and has occasionally published important articles on autism. But autism is not a behavioral disorder and is inappropriately positioned within CCBD. As an organization, CEC runs the risk of failing to adequately meet the needs of teachers of children with autism.

The Special Interest Group

To meet the needs of those who work with autism—and other groups that are not represented by CEC's divisions—CEC should initiate Special Interest Groups.

Essentially, a Special Interest Group is a less formal organizational component within an organization. It is a forum for members of the parent organization who share a special interest in a specific topic. It functions loosely under the rules of the organization with some requirements as to election of officers and limitations on what can be done in the name of the Special Interest Group. It is usually understood that the Special Interest Group does not speak for the organization in any formal capacity. Typically, Special Interest Groups get little if any financial support. This is not their reason for Special Interest Group affiliation.

Individuals participate in Special Interest Groups because they get some degree of organizational recognition. They have a chance to come together in a way fully sanctioned by the parent organization to share concerns, hopes, and triumphs. They also have a great opportunity to get to know one another and network. And, they have a chance to communicate via the newsletter and, by means of access to the Special Interest Group mailing list, to make easy contact with a large group of persons who share some of their interests.

CEC should consider encouraging members to form Special Interest Groups. Autism is likely to be the prime beneficiary of such a development at this time, but other interests would be well served.

Establishing a Special Interest Group can be quite simple. This could be done on a fast track basis by

- Developing an appropriate Special Interest Group policy within CEC.
- Determining the extent and nature of organizational support prior to the formation of any Special Interest Groups.
- Providing space at the annual convention for a Special Interest Group meeting.
- Providing any duly constituted Special Interest Group with an organizational blessing and some mechanism for formal communication with the CEC leadership.
- Communicating the new Special Interest Group options to the membership.

CEC risks becoming stodgy if the current division structure solidifies, precluding the recognition of new areas of interest. CEC has been a dynamic force for change in the past and it can continue to be this dynamic force by actively exploring new ways of fostering the special interests of its members.

Jack Scott is a professor at Florida Atlantic University. He is a member of CEC Chapter #314.

Speaking Out reflects the opinions of individuals. Your comments are welcome! (E-mail: lyndav@cec.sped.org.)

Universal Design, *from page 5*

then we will make sure that some kids do really well and some kids do really poorly," said Rose. "So, again, you have to look at what's the goal of the curriculum. . . . We have to make sure we have multiple means of expression so that we do not unfairly exclude some kids from showing what they know."

Finally, teachers must provide cognitive access to students by employing good instructional design principals, according to Doug Carnine, professor at the University of Oregon and member of the Oregon Federation.

Obstacles to Universal Design

Though leaders in education value materials employing universal design, such products are far from the norm. While some software developers, such as Microsoft, believe the business argument for universal design is easily made, others are not convinced. Textbook publishers are also wary of investing in universally designed books. Unless textbook publishers get numerous requests from school personnel and state specs writers for universally designed texts, publishers will not produce them, says John Ridley, vice president of marketing for Houghton-Mifflin.

Another issue to be addressed is the lack of standard formatting. Currently, universally designed materials use different formatting standards. Though one software program can be converted to another, it would be helpful for publishers to use one formatting standard.

Another challenge to universally designed products involves effectively adapting educational materials across modalities. For example, it can be difficult to accurately describe the action in a video or to translate text into speech in a way that clues readers into paragraph breaks and other visual organization tools. Educators must also ensure that any alternate presentation of materials is appropriate, says Rose. We would not want to give a captioned spelling test!

Educators raised one other concern about universal design—finding the balance between providing modified curriculum and ensuring students achieve as much proficiency as possible in areas of weakness. With universal design, the debate over remediation and compensation, which is already occurring in inclusive settings, may be intensified.

Universally Designed Programs on the Market

Though these challenges have yet to be solved, more and more universally designed products are appearing on the market and are being met with success.

CAST is a leader in universally designed information. With its literacy curriculum, Wiggle-Works, students can enlarge text, translate it to speech, or highlight a single word and have it read. In addition, Wiggle-Works software can be adapted to the single switch system for students who are unable to use the mouse. CAST has also developed a series of books on CD-ROM, for which students and teachers can customize the text.

Microsoft has recently entered the universal design arena. Its software, SAMI, translates text into different languages, as well as to speech; presents graphics; and is captioned. It also contains a search capability so that users can identify a word or words, and the software will locate all references to that particular topic.

In addition, Gallaudet University and the Texas School for the Deaf have made great strides in universally designed materials. Short stories, such as *The Gift of the Magi*, are presented with captioning, sign language translations, signed vocabulary, animation, music, voice, and comprehension aids.

Captioning benefits many students, says Cynthia King, professor at Gallaudet University. It allows for non-linear playback of media, hyperlinks to other materials, multilingual access, and descriptions and annotations.

Other universally designed products allow students to bypass keyboards through touch windows, voice recognition, and virtual reality.

Without a doubt, universal design will open doors for students with disabilities that have been closed for too long. But the benefits of universally designed educational materials will enhance the learning of *all* students.

Universally designed materials are not a dream of the future. But for these materials to become commonplace, educators and others must inform text and software publishers that they are looking for universally designed products and demand that more products employ universal design. ■

Classified Ads

Call for Nominations

Beacons of Excellence: Inclusive Middle Grades Schools in Urban Districts

Education Development Center, Inc. (EDC) has been funded by the U.S. Office of Special Education Programs (OSEP) to identify and study three Beacons of Excellence schools.

Beacons of Excellence schools are high-performing urban middle-grades schools that use inclusive practices to help students with disabilities succeed socially and academically.

In the course of the 3-year study, schools will

- Participate in initial site visits to identify inclusive practices.
- Collaborate with EDC to develop a multimedia case study.
- Serve as models for others interested and engaged in inclusive middle-grades reform.

CEC members, principals, teachers, and directors of special education programs are invited to nominate Beacons of Excellence schools. For more information and to make a nomination, contact Teri West at EDC, 55 Chapel St., Newton, MA 02158; phone: 617/969-7100, 800/225-4276, x2122; fax: 617/969-3440; e-mail: twest@edc.org.

Nomination Deadline: January 30, 1998. Final Selection: Spring 1998.

Help Wanted—LOOKING FOR EXTRA INCOME? We have a GREAT IDEA! Assemble craft products at home in your spare time. Nation's best program offers a variety of work. Turn your spare time into a paycheck. For information call TOLL FREE 800/377-6000, Ext. 5720.

CALENDAR OF CEC *events*

january

January 21, 1998
CEC Satellite Broadcast, "IDEA Reauthorization: Implementation of Specific Provisions." Broadcast from Houston, TX. Contact: Anmarie Kallas, CEC HQ, 703/264-9473.

January 28-30, 1998
CASE Institute, "IDEA Implementation." Sheraton Sand Keys, Clearwater Beach, FL. Contact: Jo Thomason, 505/243-7622.

february

February 5-8, 1998
California CEC Federation Conference, "Bridging the Circle of Communication." Sheraton. Contact: Carole Scott, 714/835-9529.

February 6-7, 1998
New Mexico CEC Federation Conference. Albuquerque Convention Center, Albuquerque, NM. Contact: Sue Slankard, 505/277-5018.

February 7-13, 1998
Alaska CEC Federation Conference, "Exploring New Dimensions." Hilton Hotel, Anchorage, AK. Contact: Jim Moras, 907/840-2210.

February 13-14, 1998
CEC Performance Assessment Institute: "Linking Assessment and Instruction." Baltimore, MD. Contact: Anmarie Kallas, CEC HQ, 703/264-9473.

February 13-14, 1998
Colorado CEC Federation Conference, "Courage to Risk—10th Collaborative Conference for Special Education." Broadmoor Hotel, Colorado Springs, CO. Contact: Mary Kennedy, 303/652-2550.

February 16-17, 1998
Annual Joint Conference on Children with Disabilities, Tennessee CEC Federation with Tennessee DEC Subdivision, TN State Dept of Ed, LRE for LIFE Project, Dept of Human Services. Loews Vanderbilt Plaza Hotel, Nashville, TN. Contact: Susan Zenick 615/792-5664 or Cheri Parrish 423/376-3416.

February 19-20, 1998
CEC Inclusive Schools Institute. Phoenix, AZ. Contact: Anmarie Kallas, CEC HQ, 703/264-9473.

February 19-20,1998
Alabama CEC Federation Conference, "Technology for the 21st Century: Meeting the Needs of All Learners." Auburn, AL. Contact: Lou Anne Worthington, 205/934-3440.

February 20-21, 1998
CCBD Forum, "Don't Be in Defiance—Understand Compliance: Implementing the New IDEA." Radisson Hotel Airport, Orlando, FL. Contact: Lyndal Bullock, 940/565-3583.

February 20-22, 1998
Virginia CEC Federation Conference, "Unlock the Potential." Virginia Beach Resort Hotel and Conference Center, Virginia Beach, VA. Contact: Karen Szafranski, 540/786-5701.

February 25-27, 1998
Manitoba CEC Federation Conference, "Embracing Diversity." International Inn, Winnipeg, MB. Contact: Deb Thompson, 204/661-1438.

February 26-27, 1998
Oklahoma CEC Federation Conference, "Committed to Education in the 21st Century." Clarion Hotel, Oklahoma City, OK. Contact: Lisa Lawter, 405/364-8503.

February 26-28, 1998
Indiana CEC Federation Conference, "Meeting the Challenge." Radisson Hotel at Keystone at the Crossings, Indianapolis, IN. Contact: Theresa Knipstein, 317/585-1013.

February 26-28, 1998
Kentucky CEC Federation Conference, "Seize the Opportunity." Executive West Hotel, Louisville, KY. Contact: Bill Porter, 502/586-2008.

march

March 4-6, 1998
Michigan CEC Federation Conference, "Getting Off the Dime." Grand Plaza Hotel, Grand Rapids, MI. Contact: Frances Mueller, 248/858-1953.

March 5-6, 1998
Arizona CEC Federation Conference, "Celebrating Diversity in the Southwest." Holiday Inn Holidome, Tucson, AZ. Contact: Betsy Bounds, 520/617-7322.

March 6-7, 1998
Missouri CEC Federation Conference, "Gateway to the West and the 21st Century." Regal Riverport Hotel, St. Louis, MO. Contact: Bill Hoffman, 314/569-8169.

THE COUNCIL FOR EXCEPTIONAL CHILDREN
1920 Association Drive
Reston, VA 20191-1589

NONPROFIT
ORGANIZATION
U.S. POSTAGE
PAID
RICHMOND, VA
PERMIT NO. 930

CEC today

EXCLUSIVELY FOR MEMBERS OF THE COUNCIL FOR EXCEPTIONAL CHILDREN

Make the Right Connections at CEC's 1998 Convention

They say that the key to getting ahead is having the right connections. To make the right connections, you have to be at the right place at the right time, and the right place for special educators is the 1998 CEC convention in Minneapolis, MN, April 15-18. There, special educators will connect with other professionals from within and across disciplines, the latest information about special education trends and strategies, and resources and materials to help them and their students be successful.

CEC's 1998 convention gives educators a direct link to useful, practical information, as well as the latest research in their field. In our new expanded formats, you will see new educational strategies demonstrated; discuss the whys, whats, and how-to's with leading educators in intimate round-table settings; and get hands-on experience putting your new learning in action.

In addition to new teaching strategies, you will have a direct link to the latest technological advances in special education, special education law, and issues. Plus, it would be hard to beat the connections you will make at the Exhibit Hall, where you will find thousands of educational tools specifically designed to meet the needs of students with exceptionalities.

Of course, no CEC convention would be complete without the personal contacts our attendees make every year. From the informal chats to learning sessions to the many social activities to the always exciting CEC Gala Celebration, you'll make professional and personal connections that will last a lifetime.

Convention attendees learn first-hand about new technologies that will help them and their students.

The theme of the 1998 convention, Connecting Learning Communities, truly conveys the many different opportunities our annual convention offers for you to connect with the people and resources that will help you make a difference in the lives of students with exceptionalities.

General Session

At CEC's first general session, former pro basketball star Bob Love will share the inspirational and moving story of his triumph over disability. Behind his success on the basketball court, Love hid a shameful and debilitating secret—he stuttered.

"I couldn't say a single word without stuttering," Love admits. "I would have given all my success as a basket-

Continues on page 5

19th Annual Report to Congress Reinforces CEC Positions

CEC is pleased to see that many of the issues we have supported are addressed in the Department of Education's *19th Annual Report to Congress*. The report provides information about how states are including students with disabilities in statewide assessments, school reform and its impact on special education, the disproportionate number of students from diverse cultures in special education programs, and data on other special education issues.

CEC has been a strong advocate for the participation of students with disabilities in statewide assessments, as their inclusion in such assessments will help ensure special education programs get the resources, attention, and assistance needed to provide quality instruction.

CEC also has helped bring the disproportionate number of students of diverse backgrounds in special education to the forefront. At the 1997 CEC convention, the Delegate Assembly passed a resolution challenging the U.S. federal and

Continues on page 9

inside

CEC Launches Initiative on Special Education Teaching Conditions [illegible]

CEC Calls for Less Burdensome IEPs, Professional Standards 4

Special Educators Support Hugging 14

CEC Launches Initiative on Special Education Teaching Conditions

CEC, long known for its successful advocacy for children with exceptionalities, is striking out in a bold new direction—to improve working conditions of special education teachers. CEC knows that it is impossible for special education teachers to perform the work they want to do—to help children with exceptionalities succeed educationally—when they are placed in untenable working conditions.

In the current educational climate, special education teachers often feel unsupported, unprepared, overwhelmed, and disempowered. Too often they are asked to teach in situations that make them ineffective.

One of the major difficulties special education teachers face is **unmanageable caseloads**. For the past decade class size has been a concern for general education classrooms. However, class size in special education has received little attention. While most states have some caseload requirements, currently no national standard exists for limits on a professional's caseload. For example, in North Carolina there is no maximum class size for a speech and language clinician, and teachers of specific learning disabilities at the middle/secondary level may have 35 resource pupils in a day or 10 in a class. Furthermore, in many states/provinces, maximum class size may not reflect caseload. Teachers may have ongoing responsibilities for students in general education classrooms and supervise support personnel.

In many situations, teachers have no professional recourse when they are given overwhelming numbers of students and are expected to individualize their instruction. Over and over again, we hear of situations in which it is impossible for teachers to carry out their responsibilities because of caseloads that exceed what is reasonable.

Special education teachers are also faltering under the **overwhelming amount of paperwork** they are expected to complete. Although software exists that can help special education teachers produce individualized, professional IEPs, few teachers have access to it. Furthermore, many have devalued computerized IEPs, saying they are not individualized documents focusing on a child's needs. Additionally, in some situations, the IEP itself has become unmanageable, requiring multiple pages and hours of teacher time for each one.

Another problem that negatively impacts the effectiveness of special education teachers is **lack of resources**. Unfortunately, special education is still, too often, an unwanted challenge. Special education teachers are forced to make do with inadequate and/or out-of-date materials, and they meet resistance when procuring general education books and resources for their students. This situation continues despite the fact that our students often need the most technologically advanced materials and resources to succeed academically and that IDEA 1997 requires students with disabilities to have access to the general education curriculum.

Special education teachers also say that **lack of administrative support** makes their job more difficult. Some administrators, who only tolerate special education, place little value on special education teachers, their ideas, and their needs. Few opportunities for collegiality and mutual problem solving exist for special education teachers in such situations. In other cases, building-level administrators may support improper placement of students, placing unfair burdens on the special education staff.

In addition, it is all too frequent that fully trained **special educators discover that they cannot practice once they move to another state** and that they will have to get this or that course. If a special educator has met the certification and training requirements of the profession, is it unreasonable to expect that his or her professional credentials will be honored?

Each year more than 20,000 people practice special education without an appropriate license. In addition to the harm inflicted on exceptional children, it is demoralizing to fully trained and licensed special educators to work alongside unprepared and unlicensed individuals. Furthermore, each year approximately 5,000 special education positions remain empty.

We cannot afford to lose good special education teachers due to these problems. Yet, each year this is what happens.

CEC's Strategies to Address the Problem

CEC believes we must take a stand as an organization to rectify these negative conditions. As a result, we are initiating a comprehensive campaign to study the teaching conditions of special educators, create public awareness of those conditions, and implement strategies to bring about positive change.

As a first step, CEC will address this issue at the Delegate Assembly in Minneapolis, MN, on April 17, 2:00 - 5:00 p.m. There, we plan to hear reports from delegates regarding the conditions of special education teaching in their areas and consider a resolution on the issue. CEC further plans to hold regional hearings around the nation on special education teaching conditions, work with other professional associations and parents to explore solutions, and develop a national action agenda. This could include establishing professional guidelines concerning teacher caseloads and other special education conditions that teachers can refer to when working with administrators to improve conditions in their schools and districts.

Improving the conditions for special education teachers is necessary if we are to provide high quality instruction to students with disabilities. Poor teacher working conditions contribute to the high rate of special educators leaving the field, teacher burnout, and substandard quality of education for students with special needs. It is time for CEC to help our teachers and our field. ■

Linda Marsal, CEC President

Please send us your views on the topic. See the survey on page 11 or the CEC Web site: www.cec.sped.org.

Look What's New at the CEC Annual Convention!

Is your impression of a convention dark rooms, slide projectors, and one lecture after another? Well, that is *not* the 1998 CEC convention in Minneapolis! This year's convention features hundreds of sessions in a variety of formats including mini-workshops and panel and roundtable discussions; opportunities for "hands on" experience with the latest in technology; the chance to check out special education's largest exhibit show; special events and activities; and much, much more!

Mini-workshops

Mini-workshops are a new feature this year. These 3-hour workshops provide you with the opportunity to receive in-depth skill training focusing on some of today's most critical issues in the education of students with exceptionalities. Learn strategies and specific techniques to enhance your knowledge and repertoire of skills in a particular area. There are dozens of mini-workshops to choose from in areas such as collaboration, families, inclusive schools, reform and restructuring, and public policy. Best of all, there's no additional fee for attending your choice of one or several mini-workshops!

Roundtable Discussions

Roundtable discussions—our newest session format—will also make their debut in Minneapolis. In these sessions, you can discuss a topic with the presenter, author, or researcher in a small, informal group. These 1- to 3-hour sessions allow participants to focus and examine issues in detail. Special roundtable sessions will feature winners of CEC's Clarissa Hug Teacher of the Year Award as well as award winners from the divisions, states, and provinces.

Audio Tapes

Taped sessions will be another "first" for CEC in Minneapolis. With so many choices, you might find it difficult to select just one session in each time slot! And, there will be sessions you would like to hear again or want to share with your colleagues at home. To help you out, selected sessions will be audiotaped, and tapes will be available for purchase during the convention.

Job Bank

CEC's new job bank, Career Connections, will be on-site in Minneapolis. Check out JobMatch, the online bulletin board listing job vacancies; ResumeMatch, the database of resumes; and the Consultant/Trainer/Expert Witness Directory, an on-line listing of resumes or profiles of special education professionals available as consultants, trainers, or expert witnesses. If you haven't posted your resume on ResumeMatch, bring it with you so it can be added to this database. Resumes posted prior to and during the convention will be included in a special listing to be provided to the on-site recruiters after the convention. The cost to list your resume for six months is $20 for CEC members, $10 for students. Take advantage of the introductory discount of 50% to CEC members, available until October 1998.

PRSE Program

Also for the first time at this year's convention, you can apply for CEC's Professionally Recognized Special Educator (PRSE) certificate. For an application and information booklet, check the CEC Web site: www.cec.sped.org or call 888/CEC-SPED. Bring your completed PRSE application, photocopies of your transcripts, and your currently valid state certificate. Staff will be available to receive and review your applications immediately. If your application is approved, your acceptance packet will be mailed to you after the convention.

Please refer to the convention promotional newspaper, the CEC home page at www.cec.sped.org, or call (toll-free) 888/CEC-SPED for more information and the latest in CEC Annual Convention updates.

P.S. For those of you who are "traditionalists," we'll still have some dark rooms, slide projectors, and lectures. ■

inside

FEBRUARY/MARCH 1998 VOL. 4 NO. 7

CEC Today is published 10 times a year, Jan/Feb, March, April/May, June, July, Aug, Sept, Oct, Nov, and Dec, by The Council for Exceptional Children, 1920 Association Drive, Reston, VA 20191-1589. Telephone 888/232-7733, TTY 703/264-9446, lyndav@cec.sped.org, WWW: http://www.cec.sped.org.

CEC Today is not copyrighted. Members are encouraged to copy and disseminate information in this publication.

CEC President: Linda Marsal

Executive Director: Nancy D. Safer

Editor: Lynda C. Voyles

Contributing Editors: Jacki Bootel, Public Policy; Jean Boston, Publications; Jane Burnette, Information Services; Margie Crutchfield, Professional Standards; Anmarie Kallas, Continuing Education; Caroline O'Connell, Communications; Grace Zamora Duran, Membership; Susan Simmons, Membership

Make the Right Connections at CEC's 1998 Convention *1*

19th Annual Report to Congress Reinforces CEC Positions *1*

CEC Launches Initiative on Special Education Teaching Conditions *2*

Member Benefits *3*

Advocacy in Action *1*

Student CEC Spotlight *6*

Canadian CEC *7*

Multicultural Summit *7*

Division Focus *8*

Professional Advancement *10*

Member to Member *12*

Speaking Out *11*
Special Educators Support Hugging—Responses form the CEC Survey, To Hug or Not to Hug

Classified Ads *15*

Calendar of Events *16*

Advocacy in Action

CEC Calls for Less Burdensome IEPs, Professional Standards for Teachers

CEC called for a number of changes to increase the effectiveness of special education instruction in its comments to the Department of Education (ED) on the 1997 Individuals with Disabilities Education Act (IDEA) regulations. Two major areas CEC addressed included the excessive workload placed on special educators and the quality of special education instruction.

CEC expressed concern about the demands placed on special educators by the new IEP mandates and called for a reduction in unnecessary paperwork. CEC argued that IEP teams should not be required to document the fact that a student does not need a particular service nor the basis on which that decision was made.

To help teachers make the general education curriculum accessible to students with disabilities, CEC recommended that the regulations support the adoption of materials and curricula that utilize universal design. Materials and curricula that employ universal design present information in many different formats, *i.e.*, text would also be presented graphically, auditorily, and at different reading levels, which enables students to use their strongest modality to access information. Universally designed materials not only allow teachers to customize information for their students, it also allows them to do so within a reasonable time.

Finally, CEC urged ED to specify that only IEPs signed after July 1, 1998, must comply with IDEA's revised regulations.

CEC also pressed for regulations that assure special educators meet professionally recognized standards. Only by requiring special educators to meet such standards can we assure that they have the knowledge and skills necessary to provide quality instruction. Furthermore, professionally recognized standards are essential if we are to have uniform certification standards across states, which is a goal of the 1997 IDEA amendments, CEC said.

In addition, CEC opposed suggestions that teachers be given emergency certification for more than three years.

Other CEC recommendations include

- Adopting a new definition of emotionally disturbed that is more comprehensive, clear, and up-to-date. CEC recommends the definition approved by CEC's Delegate Assembly as well as other major education organizations be adopted. (See the CEC Web site, www. cec. sped.org, for the full definition.)
- Changing language allowing special educators to work with both children who have disabilities and others who may need their help, which goes far beyond IDEA and the law's intent on incidental benefits to students without disabilities.
- Allowing schools to appeal the hearing officer's placement decision for a child during due process proceedings.
- Extending IDEA protections to children not yet eligible for special education only if the child's teacher or other personnel had expressed concerns about the child *in writing* to the special education director or other officials.

For CEC's complete comments on the IDEA regulations, see CEC's Web site: www.cec.sped.org. Go to the Public Policy area.

CEC Slams Administration's Proposed IDEA Budget

CEC spoke out against the proposed budget for the Individuals with Disabilities Education Act (IDEA), saying the adminsitration's figures were deplorable.

"The $35 million increase proposed by the administration is barely enough to sustain an existing education program, much less enact a program that involves such wide-ranging reforms as IDEA '97" said Joseph Ballard, CEC's director of public policy. "We are deeply disappointed in this administration, which supposedly supports special education."

To effectively implement IDEA '97, funding is needed for extensive improvement in collaboration between special and general education. IDEA '97 mandates require comprehensive teacher training; new materials and resources for teachers and students, such as those that employ universal design; and effective alternative placements for students with disabilities who exhibit dangerous or violent behavior. These reforms simply cannot be made without a substantial increase in federal funding, according to Ballard.

"In essence, this budget sacrifices special education to promote new education initiatives," said Ballard. "This proposal goes against CEC's, and the education community's, common goal—to ensure an appropriate education for every student, whether disabled or not." ■

Preconvention Workshop: "IDEA '97: Let's Make It Work"

Join us in Minneapolis, MN, April 15, 1998, for a preconvention workshop on "IDEA '97: Let's Make It Work." Presented by CEC Public Policy Director Joseph Ballard and CEC policy specialists Beth Foley and Jay McIntire, this workshop will bring you up-to-date on all the changes in the new IDEA. The presenters will provide an overview and analysis of the law based on their unique knowledge and experience. With the benefit of their inside knowledge of Congress, they will also explain the various applications for local educators.

This dynamic session is a must for special and general educators, administrators, program leaders, and others who work with students with disabilities.

For more information on this and other CEC preconvention workshops, see the CEC Web site: www.cec.sped.org.

1998 Convention, *from page 1*

ball player back to be able to stand up in front of people and talk."

Love's speech impediment not only cost him his self-esteem, it also deprived him of numerous opportunities. Upon retiring from the Chicago Bulls, he was refused employment time after time. Never one to give up, at the age of 46 Love started working with a speech therapist. Now Love is one of America's most respected motivational speakers.

"Everyone has two choices in life," said Love, "to succeed and that you can succeed again. Everyone comes to a crossroads in life, and you have to decide you are going to survive."

Love's story, his personal insights into what it means to have a disability, and his eventual success over adversity will resonate with every special educator. His message is as true for us, the special educators, as it is for those we serve.

Professional Sessions

Strands

CEC's strands put special educators in touch with the top topics affecting the field today. Our 1998 strands include

- **Alternative Education Settings (AES) Within the Full Continuum Mandate**—Find out what constitutes an AES that complies with IDEA '97 requirements. Model AES programs will be identified.
- **Culturally and Linguistically Diverse Learners with Disabilities: Improving Services in the Next Millennium**—Learn how well programs for diverse children in special education work, the issues involved with delivering services to these students, and recommendations for improved services.
- **Advances in Learning Disabilities: Practitioners and Researchers Informing Each Other**—Discover the answers to two of the most important questions facing the field today: (1) Does the learning disability classification work in practice, and (2) Is a continuum of services needed for students with LD or are services in general education sufficient.
- **Paraeducators in School Settings: Issues of Supervision, Training, and Employment**—Discover what is needed to build a successful special educator/paraeducator relationship. Sessions discuss paraeducator roles, supervision, team building, professional responsibilities of team members, and administrative systems and practices.

CEC convention attendees explore the latest resources in our popular Exhibit Hall, featuring more than 200 vendors.

- **IDEA, Standards, and Students with Disabilities: Can We Have Reform for All**—Find out what is occurring in standards-based reform and the participation of students with exceptionalities, as well as specific classroom practices, including IEP development and technologies that enable students with disabilities to access new standards and curriculum frameworks.
- **Curriculum Reform—Rising Standards Need Not Sink Adolescent Learners**—Learn strategies and see examples of curricular reform that enable middle grade students with mild disabilities to master content. Includes remedial reading, language arts, math, history, and science.

Division Showcase Sessions

Hook up with the leaders in your specialty area and learn the latest advancements in your field at our Division Showcase Sessions. Highlights include

- **The View from Washington**—Reveals what the Department of Education is saying about IDEA '97 and future special education legislation. Tom Hehir, Director for the Office of Special Education Programs will lead this informative and interactive session.
- **Making the Best of a New IDEA: The Effects of New Federal Law on Programs for Students with Emotional/Behavioral Disorders**—Addresses IDEA '97's mandates concerning the education of students with emotional/behavioral disorders. Topics include identification, placement, least restrictive environment, discipline, and federal funding.
- **CEC's New Standards for Preparing and Certifying Educational Diagnosticians**—Presents CEC's new standards for preparing and certifying educational diagnosticians.
- **Student-Directed Transition Planning: Helping All Youth Take Control of Their Future**—Shows strategies to help youth take the lead in transition planning, including curriculum-based coaching, mentorship, and parent support. Participants identify ways to implement these strategies and problem-solve barriers to implementation.
- **Learning Disabilities as the Great Switch: The Inadequacy and Terror of Instruction**—Gives techniques to help teachers meet the needs of their students' diverse learning characteristics and accomplish local, state, and national objectives with fewer resources.
- **Practical Suggestions for Teaching Students with Autism**—Presents practical information on how to provide appropriate services for students with autism in the public school setting.
- **Merging the Special and General Education Knowledge Bases Through Teacher Preparation**—Discusses the commonalities and discrepancies in the special and general education teacher knowledge bases, as well as strategies to merge these knowledge bases.

Exhibitors' Showcase

At CEC's Exhibitors' Showcase, our top educational publishers will not only display their latest technologies and materials, they'll give you live demonstrations of their products. Take a look at these products and find the ones that will give your students a direct connection to content and curriculum.

- **The Landmark Method** by Landmark School Outreach Program—Hands-on suggestions for teaching organizational skills, main idea, notetaking, summarizing, and textbook skills.
- **Direct Instruction Programs** by SRA/McGraw-Hill—Covers key com-

Continues on page 15

What's What at the Convention?

BY MICHELLE STACH AND
KRISTA BODEEN

Wonder what CEC's annual convention has to do with you, the student? Everything. The CEC annual convention is the student's opportunity to learn the very latest in special education from experts from all over the world, develop friendships with professional special educators as well as other students, learn about new job opportunities—and maybe land a job—and have a lot of fun. There's just no better place for you to be on April 15-18, than at CEC's 1998 Convention in Minnapolis, MN.

Learning Opportunities

Kelly Stoker, Vice President of Programs, has planned many exciting events for students. With more than 600 different sessions to attend, you are sure to find numerous sessions related to your field. But, you also won't want to miss those sessions specifically for students, such as an in-depth workshop on survival skills for new teachers, first-year teacher nightmares and how to avoid them, and a creative collaboration between special educators and art teachers.

Leadership

It's not too early to begin learning leadership skills, and the 1998 CEC Convention is the perfect place to start. You can run for national office (no experience required), or you can learn how you can help lead your student chapter or association. Mark your calendars for the Ladership Institute, to be held on Wednesday, April 15.

Sign on the Dotted Line...

Imagine landing your next job in April—and relaxing through the summer. For many of our students, that's just what they do. Each year at the convention, many school districts and agencies hire their next year's special education teachers. Polish up your interview skills, finalize your resume and portfolio, and get ready to sign on the dotted line. Your contract with your new school may be waiting for you at the 1998 CEC convention!

Recognition

The convention is also a time to recognize Student CEC members who have made outstanding contributions to the field and/or CEC. Help our Student CEC honorees celebrate their accomplishments at the Student CEC Recognition Reception, to be held on April 17.

Fun!

If you've never attended the Student Dance, you've missed out on one of the prime social events of the convention. And this year's dance, "Party Like It's 1999," is sure to be one rip-roarin' good time. The Student CEC Dance is the place where you never know what will happen—but you'll be sure to enjoy lots of laughter and learn some new and innovative moves to take back to your university.

How to Fund Your Trip to the Convention

By now you can't wait to get to the convention. However, one important detail may be standing in the way. Like most students, money is a major issue. Don't fret, there are ways to fund your trip. Here are some ideas to get you started.

When fundraising, remember to mention that CEC is a non-profit organization that advocates for students with disabilities and/or gifts and talents. Also tell contributors that this will be a time for future special education teachers to further educate themselves on the most current and up-to-date research and trends in the field.

One way to raise funds for the convention is through raffles. A fifty-fifty raffle is an excellent idea. Students can sell tickets for any amount to meet the needs of their particular chapter. Also, try soliciting donations from local stores, restaurants, hotels, or businesses. Raffling these donations would promote the businesses as well as create a completely profitable endeavor. Check with the local gambling commission to learn the specific regulations in your area.

You can also raise funds through yard sales, bake sales, and craft fairs. When setting up the booth, be sure to include posters of pictures of what the chapter does. This way people will know what type of organization they are supporting. Be sure to include pictures of the chapter giving back to the community and explain how you can bring back the information you learned at the convention to benefit the community. It will boost sales if customers view their purchase as an investment for the community.

Another good fundraising technique is a car wash. Ask a centrally located business to provide an area to hold the car wash. Check with local radio and television stations. They may give free air time to promote this or any other fundrasing events.

Finally, think cost effective. True, planes are faster, but you pay for the convenience. Consider taking a train or bus. Though these are a bit slower, they cost less. If you decide to fly, look for airfare wars. You can also find good rates on the Internet, and ask for student discounts.

In the past, many students have saved money by rooming with other students. Plus, you will want to check out the student hotel, as it offers reduced rates. Reserve a room early, because space is limited.

The 1998 International Convention, Connecting Learning Communities, will be an informative, interesting, and fun week. Do not miss out on this exciting experience. Start planning and saving for your trip NOW!!! ■

Michelle Stach and Krista Bodeen are students at Central Washington University, Yakima, WA. They are members of CEC Chapter #139.

Not Just for Canada...

CEC's Canadian members are bringing convention attendees a very special selection of educational sessions that focus on issues every special educator is dealing with in his or her classroom. Following are selected highlights from the Canadian sessions:

Challenges and Choices—Success with the Attention Deficit Disorder Child led by Judith D. Lapierre—Shows how much students with ADD have to offer if only we can meet the challenges of their disorder and provide them with choices. Handbooks and students' work will be shared.

Peer Tutoring: An Effective Way to Enhance Any School's Resource Program led by Gary Berger—Focuses on why peer tutoring programs are valuable and how to go about organizing one in your school. Resources, including an instruction manual, will be provided.

Was It Really In the Best Interests of the Child? A Follow-Up Interview—10 Years Later led by Norman W. Garlie—Describes the evaluation, recommendations, and decision of the court regarding an abused 8-year-old girl. The court decided to unite the child with her biological father whom she had never met. A video interview with the girl 10 years after the decision was made describing her experiences will be shown.

A Comprehensive View of Teacher Skills for Securing a Safe and Caring School led by Jack S. Goldberg—Presents a model of the full range of teacher attitudes, knowledge, and skills for preventing and remediating pupil aggression and disruption. Audience members will be involved in role playing.

Should We Decentralize Special Education Support? We May Not Be Asking the Right Question led by Audrey J. Burrows—Discusses developmental ages and stages, self-esteem, identification and assessment, programming options, use of technology, teacher assistance teams, and instructional strategies through informal discussion and dialogue. ■

New Sessions Provide Information on Educators with Disabilities

Educators are invited to attend a special session on education career issues for persons with disabilities, to be held Friday, April 17, 2:30-4:30 p.m.

Facilitated by Clay Keller and Joan Karp from the University of Minnesota-Duluth and Ron Anderson from the University of North Carolina-Charlotte, a professional panel will discuss topics such as personnel preparation, research related to the personal experiences of teachers and administrators, descriptions of policies and programs related to educators with disabilities, and factors affecting teacher retention.

Interested individuals will also want to attend an informational and business meeting regarding the Educators with Disabilities Network established by The National Clearinghouse for Professions in Special Education, April 17, 5:00 p.m.

The Educators with Disabilities Network (EDN) provides a forum for special educators with disabilities to share personal experiences, strategies, and insights. EDN members also serve as career recruiters for persons interested in special education professions.

For more information on these sessions or EDN, call Judy Wald, 800/641-7824, or e-mail, judyw@cec.sped.org. ■

Multicultural Summit

Focus on Disproportionate Representation in Special Education and Gifted Programs

The 1998 Multicultural Summit, to be held April 18, will address the disproportionate number of students of diverse backgrounds in special education or gifted and talented programs. Summit participants will explore the reasons why this phenomenon occurs. All aspects of educational practice will be examined, including procedures for assessment, IEPs, and placement, as well as general education practices.

The Summit will also determine if these problems differ from one geographic region to another, as well as see if any evidence exists to support charges of racism or discrimination.

In addition to looking at the problems, participants will also learn what the Office of Civil Rights is doing about disproportionate representation and whether any state and/or local education agencies are trying to reduce or eliminate the situation.

Finally, summit attendees will find out what techniques sucessfully reduce the problem and if they can be used elsewhere.

CEC/NCATE Folio Writer Training at Convention

CEC will hold a one-day workshop for college and university personnel who are preparing folios to respond to CEC's new curriculum guidelines. At the workshop we will

- Clarify the intent of particular standards
- Demonstrate frameworks for preparing folios
- Demonstrate how to complete the matrices
- Demonstrate how to present supporting evidence
- Explain how reviewers analyze the folios
- Provide individualized assistance to resolve problems you may have

The workshop will be held April 15. Registration for the workshop is $200.00 for CEC members, $300.00 for nonmembers.

Division Focus

CASE

The Council of Administrators of Special Education

The CASE Annual Membership Breakfast will be held at 7:30 a.m. on Wednesday, April 15, followed by the combined meeting of the CASE Board of Directors and the Annual Membership meeting. Winners of the CASE awards will be announced at the annual meeting. Also scheduled is a vote on the constitutional amendment concerning the process for approving CASE dues.

The CASE Showcase session will feature Tom Hehir, Director of the U.S. Office of Special Education Programs.

CCBD

The Council for Children with Behavioral Disorders

The CCBD institute, "Dealing with the Everyday Frustrations of Discipline in Relation to the New IDEA," to be held in San Juan, July 14-15, will address discipline through effective behavioral management plans and cross-cultural perspectives on discipline. To register, call 940/565-3583.

To order CCBD's new publication on translating the IEP and Discipline Requirements of the new IDEA into Practice, call 888/CEC-SPED or 757/683-3157.

Plan to attend CCBD's sessions at the CEC Convention in Minneapolis, including the Showcase Session, "Making the Best of the New IDEA."

On the IDEA regulations, CCBD expressed concern to the Department of Education about the quality of interim alternative educational settings, paperwork requirements, the importance of special education as specialized instruction, and clarification of functional assessment and behavioral intervention plans.

CEC-DR

The Division for Research

The CEC-DR Showcase session on April 15 is "Follow-up and Follow-along Studies: Methodological Issues and Constraints in Design and Implementation." Also on Thursday are the sessions "Longitudinal Prevention Research on Children with Behavior Disorders" and "Research on Ethnolinguistic Minority Children with Disabilities." CEC-DR President Russell Gersten will host Friday's fireside chat featuring last year's CEC Research Award winner Naomi Zigmond, who will discuss the process of establishing a research career.

Members are encouraged to attend our business meeting and social Friday evening.

CEC-PD

The Pioneers Division

The CEC-PD Showcase session on April 18, 8:30-10:30 a.m., will feature Leo and Fran Connor. On April 16, 1:15 p.m.-2:15 p.m., June Robinson will speak on "How CEC Units Can Establish Their Own Archives."

CEC-PD's Annual Meeting and Dinner is scheduled for Saturday, April 18, at 6:00 p.m. at "Windows of Minnesota." For reservations, call 612/644-6763.

Georgia CEC-PD, a forming subdivision, has submitted its constitution and by-laws.

CEDS

The Council for Educational Diagnostic Services

CEDS invites you to submit a proposal for the CEDS Annual Topical Conference, to be held in Las Vegas, NV, on October 14-17, 1998. Priority will be given to proposals on assessment and the implications for instruction and possible interventions. Topical areas include:

- Identification and intervention for students with ADHD, emotional/behavioral disorders, learning disabilities, and multiple disabilities.
- Vocational assessment and transition to postsecondary placements.
- Assessment and information gathering techniques appropriate for students in inclusive environments.

DCDT

A special issue of *CDEI* on Technology and Transition is planned. Teams of DCDT and TAM writers are encouraged. The issue will address using assistive technology to enhance the lives of students with disabilities and present themes on how transition is affected by technology.

The fall issue of *CDEI* will address system change research and evaluation activities of the National Transition Network, system change evaluation strategies, family and student perspectives of system change, and broader implications for other system reforms.

DCDT is planning a November board meeting in Charleston, SC, to prepare for the 1999 conference. Topics include self-determination, transition for ED youth and youth with severe disabilities, supported employment, curriculum assessment, and student-directed IEPs.

DEC

The Division of Early Childhood

Young Exceptional Children, a new DEC publication, is accepting manuscripts and one-to-two page position papers on topics for service providers and families of young children. Write jenn@uidaho.edu for information on author guidelines.

The DEC business meeting is scheduled on Thursday, April 15, at 5:00 p.m. A reception will follow.

DDEL

The Division for Culturally and Linguistically Diverse Exceptional Learners

At the 1998 convention, DDEL will explore the disproportionate representation of culturally and linguistically diverse students in special education. Other presentations will cover topics across all disability, cultural and linguistic groups.

DLD

The Division for Learning Disabilities

Following are highlights of sessions focusing on LD at CEC's 1998 convention:

- DLD Showcase Session: "Learning Disabilities as the Great Switch: The Inadequacy and Terror of Instruction."
- "The Power of Public Awareness."
- "Research-Based Estimates of Expected Progress for Students with Learning Disabilities: How Research Can Inform Policy and Practice."
- The strand on LD Practice, "Advances in Learning Disabilities: Practitioners and Researchers Informing Each Other."

The DLD Annual Business Meeting and the DLD/Allyn & Bacon Reception will be held at the Hyatt Regency Hotel.

DPHD

The Division for Physical and Health Disabilities

On Division Day, April 16, get off to a great start at the DPHD breakfast. The Homebound and Hospitalized Committee, Critical Issues and Leadership Committee, and Severe and Multiple Disabilities Committee will discuss issues such as certification, teacher competency, and health care procedures. All DPHD members are encouraged to attend the General Business Meeting on Thursday, April 16, 5:00 - 7:00 p.m., after which all are invited to the Joint Social, sponsored by DPHD, DVI, and DCCD from 7:30-9:30 p.m.

The Executive Board Meeting will be on Wednesday, April 15, 5:00 - 7:00 p.m.

. . . .

Annual Report, *from page 1*

provincial governments to implement practices to end the disproportionate number of diverse students in special education. In addition, the Division for Culturally and Linguistically Diverse Exceptional Learners has conducted numerous activities related to this problem.

"CEC is pleased to see the focus on issues that have concerned our members," said Nancy D. Safer, CEC's executive director. "The information in the report, and particularly the attention to research findings and strategies, will be helpful in continuing to improve outcomes for children and youth with disabilities."

Selected highlights from this year's report include:

The Cost of Special Education

The cost of special education has risen at a higher rate than that of general education. Studies show that the rate of growth in special education expenditures per special education student is about twice that for general education students. However, much of the cost can be attributed to the implementation of IDEA and the costs associated with expansion of services to eligible children ages birth through 5.

One of the current influences on the costs of special education is the growth in special education enrollment. From 1990-1995, the school-age special education count has increased by 12.6%. During the same period, total school enrollment has risen by 7.3%. Some of this growth may be due to socioeconomic factors, such as the increase in poverty among children. Other factors affecting the cost of special education include:

- Changes in the funding agencies and the types of services being provided.
- Revenue restrictions such as property tax restrictions that only limit the growth in general education expenditures, not in special education expenditures.
- Population changes, such as the increase in economically and medically at-risk students, contribute to the rise in special education costs.

Including Students with Disabilities in Assessments

- The number of states that had accommodation guidelines for including students with disabilities in statewide assessments rose from 21 in 1992 to 39 in 1995. The most frequently used accommodations are changes in setting, scheduling, presentation, and how responses are marked.
- Only three states have developed or are developing an alternate assessment for students unable to participate in regular state assessments.
- Almost all states involve the IEP team in the decision for students to participate in statewide assessments.

Disproportionate Respresentation

Disproportionate representation of culturally diverse students in special education is an ongoing problem nationwide. For example, whereas African Americans accounted for 16% of the total student population, students of African American descent accounted for 32% of the students in programs for students with mild mental retardation, 24% of the students in programs for serious emotional disturbance or behavioral disorders, and 18% of students with specific learning disabilities.

The students' separation from the general classroom is of concern because it often results in a more limited curriculum and can lead to negative consequences in terms of access to post-secondary education and employment opportunities. Because of the importance of this issue, the Office of Civil Rights and the Office of Special Education Programs have conducted a myriad of studies and allocated additional resources to ensure that the issue of disproportionate representation is a programmatic priority.

The overrepresentation issue can be viewed as having three phases:

- The time leading up to referral for special education evaluation, which for many children is the time from when they entered school until around the third or fourth grade.
- The evaluation process, decisions about whether the child has a disability, and the child's placement in special education.
- The nature of the program the child receives after it has been determined that he or she has a disability. Will the child be placed in a separate classroom for the entire day or receive instruction in the general curriculum?

To promote greater educational access and reduce inappropriate referrals to special education, a need exists to:

- Make available strong academic programs that foster success for all students in general and special education.
- Implement effective and appropriate special education policies and procedures for referral, assessment, eligibility, classification, placement, and re-evaluation.
- Increase the level of home/school/community involvement in the educational process.
- Use community resources to enhance and implement educational programs.

ADD/HD

The American Psychiatric Association (APA) estimates that children with attention deficit hyperactivity disorder make up between 3% and 5% of the school-age population.

APA defines children with attention deficit hyperactivity disorder as children who exhibit difficulty maintaining attention, regulating their own activity levels, and controlling impulsive behavior. To fall under this defini-

Continues on page 11

Preconvention Workshops

Take advantage of CEC's preconvention workshops, April 15, to delve into these high-interest topics and learn practical strategies you can use immediately.

- **Managing Disruptive Behavior and Beyond—How to Get Them in Their Seats and What to Do Once You've Gotten Them There!**
- **Stress Management for Educators**
- **Using Big Ideas to Increase Reading Power**
- **IDEA/504 and Discipline**
- **Self-Determination**
- **Strategies and Software: Technology Solutions for the Classroom**
- **Empowering and Transforming Academic Environments for African-American Youth: It's Not by Luck, but by Design**
- **First Step to Success: Intervention Strategies for the Early Remediation of Behavior Problems in Kindergarten**
- **Zero Tolerance for Exclusionary Discipline: Alternatives to Suspension and Expulsion**
- **Practical Writing Instruction for Students with Learning Problems**
- **Adapting Content Area Curriculum: The Basics**
- **The Ungraded Classroom: Tailoring Instruction to Students' Developmental Levels**
- **Live, Laugh, and Learn**
- **Life Centered Career Education**
- **Testing Students with Disabilities: Practical Strategies for District and State Requirements**
- **Meeting the Challenge: Working with Students with Fetal Alcohol Syndrome**
- **Disproportionate Representation**
- **CEC/NCATE Folio Writers' Workshop**
- **IDEA '97: Let's Make It Work**

TEC Special Focus on Discipline, Behavior Intervention

"If only somebody would gather good practices on the same topic and publish them in one place."

TEACHING Exceptional Children has done just that with its special-focus issues. The March/April issue focuses on discipline/behavior intervention. Articles include:

- Teaching Good Behavior in the Whole School—Provides three levels of intervention to use with all students.
- How to Prevent Aggressive Behavior—Presents practical strategies for working with students with emotional and behavioral disorders.
- First Steps to Prevent Antisocial Behavior—Methods to help kindergartners get a good start in school and divert them from aggressive, destructive behavior patterns.
- Finding a Safe Haven in Middle School—A program to help youngsters and staff improve school climate and create a safe place to learn.
- How to Manage Disruptive Behavior in Inclusive Classrooms—Strategies to address disruptive behavior of students with disabilities emphasizing diagnostic, reflective thinking, and choice-making skills.

Don't forget the reference sections of each article are chock full of additional resources related to the topic. With *TEC*'s new "Books Now" feature, you can call an 800 number to order most of the books listed in the references.

For more information on discipline and behavior management, see the Special Focus on Discipline on CEC's Web site, www.cec.sped.org. You'll find articles from TEC, CEC Today, *and resources all in one convenient location!*

Upcoming Focus Issues of *TEC*

Watch for future *TEC* special-focus issues:

- Using the Web—May/June 1998.
- Inclusive Schools—Sept/Oct 1998.
- Instructionally Relevant Student Assessment—Nov/Dec 1998. ■

Call 888/CEC-SPED to order multiple copies of TEC. *Single copy price $15. Bulk order discounts are available. Use* TEC *for preservice and inservice education.*

Calling All Present—and Future—CEC LEADERS...

All CEC members interested in leading the organization should attend the Leadership Seminar on Wednesday, April 15, 9 a.m. to 4 p.m.

This preconvention workshop will provide current and prospective CEC unit leaders the tools they need to effectively manage a volunteer organization. Attend all the sessions or the sessions of your choice.

- **Award for Excellence Winners**—Poster Sessions. Award winning units will be featured and leaders from those units will display and discuss the activities they held that contributed to their success. (9:00 - 9:45 a.m.)
- **ROARing Success**—Membership Recruitment and Retention. There's no way you can help but increase your membership after attending this dynamic session. (10:00 - 11:30 a.m.)
- **Collaborating Among Units**—You're not alone! Find out how you can work with other units to increase your success! (11:30 a.m. - 12:00 noon)
- **Secrets for Successful Public Relations**—Learn the tricks of the pros in this hands-on workshop on working with the media. (1:00 - 2:00 p.m.)
- **Writing Effective Newsletters**—Your newsletter is your best communication tool. Learn how to make yours meaningful to every member. (2:00 - 3:00 p.m.)
- **High School Clubs—Service Learning and More!**—High school clubs are an exciting way to involve all kids in special education. Learn how easy it is! (3:15 - 4:00 p.m.). ■

Resolutions to Be Considered at the 1998 Convention Delegate Assembly

In addition to the **Resolution on Special Education Teaching Conditions** described on page 2, the CEC Delegate Assembly will consider a number of additional resolutions of importance to the field. They are

- **Policy on Performance Assessments**—The policy to be considered will provide guidelines on the participation of students with disabilities in performance assessment programs.
- **Policy on Continuing Education for Maintaining Certification**—The policy to be considered will revise CEC's standard 6, which requires 25 hours of continuing education every three years, to align with the standards states require for licensure. This change will facilitate educators to meet only one standard to maintain their Professionally Recognized Special Educator (PRSE) status *and* state licensure.
- **Policy on the Use of Interpreters or Transliterators by Individuals Who Are Deaf or Hard of Hearing**—The policy under consideration guides the use of professional interpreters or transliterators for students and/or parents who are deaf or hard of hearing.

Other Delegate Assembly Events

Awards Presentation

This year, CEC will honor its award winners and the Yes I Can! award winners at the Delegate Assembly. Please join us as we recognize these individuals for their accomplishments.

Elections

CEC will also elect two members to the Executive Committee at the Delegate Assembly. Come meet the candidates and hear their platform for their term of office. ■

The Delegate Assembly will be held on Friday, April 17, 2:00-5:00 p.m. and Saturday, April 18, 2:00-5:00 p.m. All are welcome to attend.

Annual Report, *from page 9*

tion, a child's symptoms must meet several criteria, including

- Severity—The child's symptoms must be more frequent and severe than is typical of other children at similar developmental levels.
- Early Onset—At least some of the symptoms must have begun before 7 years of age.
- Duration—The child's symptoms must have persisted for at least 6 months prior to diagnosis.

A two-tier evaluation is recommended to properly identify students with the disorder: a clinical evaluation to see if the child's symptoms meet the accepted standards for diagnosis of the disorder and an educational evaluation to determine if symptoms of the disorder have a substantial negative impact on the child's classroom performance.

Other Information

Other issues discussed in the *Annual Report* include

- Teacher licenses for both special education and general education are moving toward fewer licensing categories. In special education, the trend appears to be toward more developmental and less content- or disability-specific categories.
- The number of infants and toddlers receiving early intervention services has increased from 145,129 in 1992 to 177,673 in 1995.
- A total of 5,619,099 children and youth with disabilities ages 3 through 21 were served under IDEA during the 1995-96 school year, an increase of 188,876 (or 3.5%) from the previous year.
- The largest disability categories continue to be specific learning disabilities, speech or language impairments, mental retardation, and serious emotional disturbance. ■

CEC Survey

Special Education Teaching Conditions

Are the following items obstacles for special education teachers? Please indicate by circling No, Some, or Significant for each item below.

1 No Some Significant
Low status of special education teachers.

2 No Some Significant
Insufficient support from general education administrators.

3 No Some Significant
Lack of opportunities for collegial problem-solving between general and special educators.

4 No Some Significant
Conflicting expectations of special educator job responsibilities among parents, general education teachers, and administrators.

5 No Some Significant
Caseloads and class sizes of special educators.

6 No Some Significant
Unprepared and inappropriately used paraeducators.

7 No Some Significant
Duplicative and burdensome paperwork.

8 No Some Significant
Insufficient access to the curriculum and instructional resources available in general education.

9 No Some Significant
Lack of technology resources, including computers and software.

10 No Some Significant
Insufficient career options/paths for special educators.

11 No Some Significant
Insufficient and/or ineffective preservice preparation.

12 No Some Significant
Unqualified personnel on emergency certificates working as professional special educators.

13 No Some Significant
Insufficient and/or ineffective opportunities for professional development.

Fax your responses and any additional comments to 703/620-4334, write *CEC Today*, CEC, 1920 Association Dr., Reston, VA 20191, or complete the survey via the Web: www.cec.sped.org

Meet the Candidates for CEC's Executive Committee

At the 1998 convention, appointed delegates will elect two members to the CEC Executive Committee of the Board of Governors. One member will be elected as first vice president to serve from 1998 to 2002; and another will be elected as governor-at-large to serve from 1998 to 2001. Follwing is a brief description of each of the candidates.

Candidate Information

First Vice President Candidates

Hellen Bogie, *Principal, M.F. McHugh School (Care & Treatment, Custodial/Correctional Facility), Ottawa Carlton School District, Ontario, Canada*

A CEC member since 1972, Ms. Bogie currently serves as Governor-at-Large (Canada) on the CEC Executive Committee. Previously, she served as Governor, President, Vice President, Treasurer, and Program Advisor of the Ontario CEC Federation; President, Past President, Vice President, Secretary, and Member at Large of Chapter #53; LAC Chair of the Ontario Provincial Conferences of 1984 and 1990; and member of the CEC Finance and Operations Standing Committee (1992-94).

Ms. Bogie is a Lecturer on Special Education at Queen's University (Ottawa), University of Ottawa (Ottawa), and McGill University (Montreal). She is on the Board of Directors of Service Coordination for Persons with Developmental Needs and also a member of Phi Delta Kappa, the Ontario Association for Children with Learning Disabilities, and the Ministry of Education and Training Expert Panel—Funding Model for Special Education.

Previously, Ms. Bogie was Education Supervisory Officer for the Ontario Ministry of Education and Training; Coordinator of Student Services Department at Carlton Roman Catholic School Board, Vice Principal of Programs for the Developmentally Delayed, Consultant for Special Education for Carlton Board of Education, and elementary and secondary classroom teacher in general and special education.

Dave Roels, *College of Education University Supervisor at Arizona State University West.*

Mr. Roels, a CEC member since 1965, previously served on the CEC Executive Committee as a Governor-at-Large from 1982-85. Additionally, he was Chair of the Advocacy and Governmental Relations Standing Committee, member of the Membership and Unit Development Standing Committee, three-term Arizona CEC Federation Governor, Local Arrangements Chair to the CEC National Conference and Training for the Exceptional Bilingual Child (1982) and the CEC Convention. He also served on the CEC Convention Advisory Committee (1970-81) and was Local Arrangements Co-Chair for the 1996 DEC Convention. On the state and local level, Roels was President of the Arizona CEC Federation; President of Arizona DLD and DCDT; Secretary of Arizona CASE; and President, Treasurer, and Membership Chair of Arizona Chapter #159.

Mr. Roels' other professional activities include President of Special Education Administrators Association (1990-91), Award of Excellence (1995); Association of Retarded Citizens, founding board member of the private nonprofit Service Center for Students with Disabilities; Arizona Federation Council for Exceptional Children Award for Outstanding Dedication and Service (1991); Special Olympics coach; board member of Arizona Very Special Arts; Arizona Governors Committee on Employment of the Handicapped; professional advisory board member of Learning Disabilities Association of Arizona; and advisory committee of Phoenix Scottish Rite Foundation.

Previously, Mr. Roels was a Professional Development Consultant, Administrator of Special Services, Director of Special Education, School Psychologist, and Special Education Teacher for the Glendale Union High School District, Glendale, Arizona.

Governor at Large Candidates

Jerry Ammer, *Associate Professor of Special Education, University of San Diego, San Diego, California.*

A CEC member since 1975, Dr. Ammer served as California CEC Federation Governor, President, President Elect, Vice President, Region VI Regional Director, State Faculty Advisor to Student Chapters, member of the State Conference Program Committee, member of the CEC Finance and Operations Standing Committee (1994-97), member of the CEC Human Rights Task Force (1994-present), member CEC Diversity Committee (1994-97), member of CEC Credentials and Elections Standing Committee (1985-88), and Editor of the *CSF/CEC Journal*. Ammer was also Membership Chair and Corresponding Secretary for the New York CEC Federation and the PAN Chair for the Massachusetts CEC Federation.

Dr. Ammer has also served on the Community Advisory Committee for Special Education and the Budget Committee for the San Diego Unified School District; the New York and California Teacher Credentialing Committees; Editorial Board, *Journal of Learning Disabilities* and *Journal of Reading and Writing*; and Computer Users in Education Organization.

Previously, Dr. Ammer was Assistant Professor of Special Education, Long Island University, Greenvale, New York; Assistant Professor of Education, Rhode Island College, Providence, Rhode Island; Director of Inservice for Contract Programs, Boston Children's Hospital; Resource Specialist Student Teacher Supervisor, Boston College; and Classroom Teacher, Special Education, Chicago Public Schools.

Brenda L. Heiman, *District Accountability Supervisor, Research, Development & Accountability Department, Albuquerque Public Schools, Albuquerque, New Mexico.*

A CEC member since 1984, Dr. Heiman is currently TAM Governor; Secretary/Treasurer, CAN Coordinator, and State Student Advisor for the New Mexico CEC Federation; a member of CASE Professional Development Committee, CASE Webmaster; New Mexico CASE Treasurer; and CAN Coordinator for Greater Albuquerque Chapter #301. She previously served as Treasurer of TAM, President and Treasurer of New Mexico CEC Federation, President and Secretary of New Mexico TAM, President and Secretary of New Mexico CASE, and Local Arrangements Chair for the 1992 national TAM Conference.

Dr. Heiman's other professional activities include serving on the New Mexico State Funding Formula Committee; the statewide IEP Development Committee; and the New Mexico Dropout Prevention Committee. She also co-authored "Speech and Language IEP Development System" software and "The General IEP Development System" software. In addition, Dr. Heiman completed three research grants for the New Mexico State Department of Education on technology in special education and authored several publications and numerous presentations (local, state, and national) on the effectiveness and successful inclusion of technology in the special education curriculum.

Dr. Heiman previously was a Special Education Teacher and Teacher of the Hearing Impaired for the Texarkana, TX, Public Schools; Director of Day School for the Deaf in Texarkana, TX; Speech/Language Pathologist, Computer Education Resource Teacher in Special Education, and Coordinator in Assistive Technology Program for the Albuquerque Public Schools; and Adjunct Faculty in the Special Education Department at the University of New Mexico. ■

Additional nominations may be made by petition, which may be presented by any 25 or more Council members provided that such petition shall carry the minimum information determined essential by the Delegate Assembly.

NCATE Approves Unique CEC and NAEYC Folio Review Process

For the first time, the NCATE Specialty Area Studies Board (SASB) has approved a joint review process by two specialty organizations. The SASB approved a recommendation by CEC and the National Association for the Education of Young Children (NAEYC) to allow those teacher preparation programs that have blended early childhood general education and early childhood special education programs to submit a single folio. A blended program is a completely combined program in which all students are prepared in both general and special early childhood education.

Universities that have blended programs will submit one folio to NAEYC that responds to both the NAEYC and CEC curriculum guidelines. The panel that reviews the folio will include trained reviewers from both groups.

For more information, contact Margie Crutchfield at 703/264-9484, or email: margiec@cec.sped.org at CEC. ■

CEC Honors Its 1998 Award Winners

CEC is proud to honor our CEC award winners and the Yes! I Can award winners. The awards will be presented at the Delegate Assembly, April 18, 2:00 p.m., and a reception for all our award winners will be held at 5:00 p.m. that afternoon. All are invited to attend.

The CEC awards provide an excellent opportunity to celebrate the enormous contributions made by outstanding special educators. We are equally honored to celebrate the outstanding success of the many students who achieve despite their disabilities. Please join us as we pay tribute to our colleagues and the students we serve.

Meet CEC's Teachers of the Year

Teacher of the Year Roundtable

Meet CEC's national and federation Teachers of the Year and learn how they have overcome the same challenges you face with your students every day. (9:00 a.m., April 18)

Teacher of the Year Luncheon

Then, celebrate CEC's Teachers of the Year at the 1998 Teacher of the Year Luncheon. You can get to know our Teachers of the Year personally as well as professionally as you enjoy the good company of your colleagues and fine cuisine. To order your ticket, see the CEC Web site: www.cec.sped.org. (11:30 a.m., April 18)

In Memoriam

CEC is saddened to announce the death of CEC Past President John Kidd. Kidd's contributions to CEC spanned several years. One of CEC's initial incorporators, Kidd was an authority on the Articles of Incorporation and was looked to for his advice and knowledge on numerous occasions. In 1997, he received the Romaine Mackey Leadership Award from the Pioneer Division for his commitment, devotion, and contributions to the field. It is requested that any contributions made in his memory go to the Foundation for Exceptional Children.

Special Educators Support Hugging

Responses from the CEC Survey: To Hug or Not to Hug

Special educators not only hug their students to give support, encouragement, or show they care, they believe strongly they should have the right to do so. Of the 126 respondents, only 2 supported a no hug, no touch policy. Though the majority of our respondents said they had determined personal guidelines for hugging/touching students, most opposed having state guidelines.

Following are selected comments from our survey's respondents. (Numbers are not always exact because all survey respondents did not answer every question and one CEC member had her teacher preparation class respond to the survey and results were reported as a whole.)

Do you touch/hug students to relay sympathy or encouragement?

Yes, 118 **No**, 5

- Most of my kids are highly motivated by touch. When they are upset, they come to me with open arms for a hug.
- If I am ever ordered to absolutely not touch my students, I will quit teaching.
- The males in the [university] class felt that they would not hug any student no matter what the situation.
- I hug elementary school students. I usually do not hug middle school students or anyone older.
- I teach high school students and many times these kids need a hug just as much as my own two high school age children do.

Have you developed personal guidelines for hugging/touching students?

Yes, 106 **No**, 18

- Never alone—another student, parent, or staff present.
- The hands either go around the shoulders or the waist. I would be sure to show my students the proper way of hugging friends and respecting others.
- I let all my parents know at the IEP meeting that we are a very affectionate group in my room. Then, if there are circumstances that they wish to share about previous experiences, they have the opportunity to tell me.
- Only do it if children don't mind it. Never force it upon a child. They may be told at home that nobody should touch them, or they may have sensory issues.

Does your school have guidelines for hugging/touching students?

Yes, 20 **No**, 91

- Hugging is fine, even encouraged.
- Simply put--don't, for your sake and ours!
- We are encouraged to avoid hugging most of the time.
- No, much to my chagrin. I think it is important to have some policy in place to protect staff as well as students.

Do you think state/provincial guidelines should be established?

Yes, 29 **No**, 80

- Absolutely not. How could people who don't know me or my students make appropriate guidelines for what is best for us?
- No. With all the guidelines and regulations being put on schools and teachers, soon there will be no interaction between teachers and students! Trust teachers to use common sense and discipline those who don't.
- We are told at almost every NJEA workshop to never touch a kid. I can't abide by this.
- There should be clear limits that are set by state/national guidelines which leave room for the teacher to decide what he or she thinks is best.
- No, parents will still sue one way or another. This is an individual teacher's concern. How much is a teacher willing to put their job on the line by giving a kid a hug?
- I guess with society the way it is today, it would be best for some type of guidelines but not so drastic a measure as NO touching.
- Only the cold, noncaring teacher would follow them.
- Each district should develop its own policy on it.
- I think this would be a very difficult thing to regulate. With our country being so eager to take people to court over every little thing, people just have to protect themselves. It is unfortunate.
- I would hope that it would not be necessary to create such guidelines, but in the age of criminal accusations it is probably inevitable.

5. Do you think hugging is important to your students?

Yes, 113 **No**, 2 **Sometimes**, 8

- Yes, acceptance and love are a vital part of my role as a teacher of special needs students. The physical contact goes beyond words to convey that to the students.
- Many students rely on school as their safeguard against the ills of society and dysfunctional family lives. They need to know that we care. What better way than to show them through a caring hug?
- Yes, it raises their self-esteem and makes them feel welcome in class.
- Yes, it can show a level of care and concern words can't express, and for nonverbal people it can be understood!
- Oh yes. I have seen that hugging can very often decide how much a child will let me in to their world. Time and again, I have children open up that little bit more because of this.
- The question to ask is, "Is touching/hugging important to human relationships?" If the answer to that question is yes, then you have your answer.

Comments

- If I felt in danger for trying to comfort a child, I would rather not be teaching.
- Without the caring the human touch often emits, riled up kids would never calm, and the sad or embarrassed children could never find self-assurance.
- In today's schools, it is better to smile than to hug some students.
- Special educators simply must have the guts to do the right thing for kids without pandering to the paranoia of a sick society.
- The benefits of APPROPRIATE touch outweigh the potential risk of negative response by students or parents. ■

Visit CEC Today *Online for more comments on "To Hug or Not to Hug" www.cec.sped.org/bk-menu.htm*

Annual Convention, *from page 5*

ponents of effective instruction. Particularly useful for students at risk of failure.

- **The Larrabee's Bridge to Adult Literacy by MINDPLAY**—A self-paced, integrated reading program for nonreaders. This computer program interactively teaches students strategies and word attack skills, and comprehension passages give them the opportunity to demonstrate their progress.
- **Age-Appropriate Nonfiction Materials** by Capstone Press—Methods to motivate adolescents in special education classes to improve reading skills while learning content. Stresses using age-appropriate nonfiction materials to help students make the transition to adult independent living and employment.
- **Foundations for Education Information Management Software** by The Enterprise School—Developed specifically for special needs populations, this easy-to-use software tracks student progress, generates instant reports, and meets all record keeping requirements.
- **Kids Love It: Learning Games for Skill Development in Multiage Classrooms** by Frog Publications—Independent seat work and games to help students develop/maintain mastery of content skills.
- **If You Tease Them, They Will Read** by Follett Software Company—Using new audio and video technology, this session shows how to motivate students to read as well as presents an overview of various portfolio assessment tools to capture student progress in developing higher order thinking skills.
- **Pre-College's National Mission: How We Can Work with You to Improve Educational Results for Deaf and Hard of Hearing Students** by Gallaudet University—Shows how professionals, parents, and programs can collaborate with PCNMP and use PCNMP as an information resource.
- **Curriculum Solutions for Math and Language Arts** by Intellitools—Uses IntelliKeys to facilitate inclusive curriculum adaptations for students with physical, visual, and cognitive disabilities. Featured are productivity tools, multisensory curriculum software, and strategies for adapting software.
- **Overview of Computer-Assisted IEPs** by Learning Systems Technologies—Demonstrates how computer-assisted IEPs can create better documents and move teachers away from paperwork and back to their students.
- **Leapfrog Math** by Meridian Creative Group—Employs computer technology to enrich math curriculum and uses real-life applications to develop problem solving and critical thinking skills in resource and general education settings.
- **Reading Strategies** by Steck-Vaughn Company—Shows how to incorporate a variety of text formats into balanced reading for students K-3.
- **Middle School Math Success** by Saxon Publishers—Adaptations of math programs for students grade 5-12 featuring sequential, incremental development of cumulative mixed review. Benefits students who have difficulty with visual-motor integration, spatial organization, auditory processing, and attention deficits.

Special Technology Sessions

- **Microsoft Corporation** will give insights on what is happening with PC technology in the special education market and a glimpse into the future of assessment tools and curriculum software.
- **Prentke Romich Company, Reunion Software**, and others will present tips on *What You Need to Know to Make a Wise Technology Purchasing Decision*. Learn those "key points" to help you make and defend your technology purchase recommendations and decisions.
- **The Technology Center**—The expanded Technology Center will feature demonstrations and hands-on exhibits in areas such as enhancing instructional strategies and self-directed learning. The Exhibit Hall will include "Technology Zones," identifying at a glance where to find exhibitors with technology-related products and services.
- **CEC's Surf City**—Find out how to connect with colleagues and find resources and information in cyberspace. The Surf City staff is as ready to help the beginning surfer as those who are surf savvy.

And for the Evening

You never know what connections CEC's gala celebrations will bring, but you're sure to have a great time! At this year's celebration, the connections will sizzle as CECers and other attendees hook up for dancing, laughing, and a real good time. Plus, you can do some last minute shopping at the first-ever Mall of CEC! ■

For more information, see CEC's Web site www.cec.sped.org. It carries up-to-date information on the convention, and you can download your registration form and fax it in. Or, call 888/CEC-SPED if you have further questions.

Classified Ads

Mark your calendar for August 10-14, 1998, when the Institute on Emotional Disabilities presents the Sixth Annual **Summer Institute at Keene State College.** "Alternatives to Suspension and Expulsion" will take place Monday, August 10 through Friday, August 14, 1998. The Keynote Address will be presented by Russ Skiba, author of *The Case Against Punishment*. Early registration deadline is July 13, 1998, and registration deadline is August 3, 1998. Please contact the Institute on Emotional Disabilities, Keene State College, 229 Main Street, Keene, NH 03435-2903, 603/358-2848, fax: 603/358-2467, e-mail mfuller@keene.edu.

Teacher Award. The P. Buckley Moss Foundation for Children's Education announces May 15 as the deadline for receiving nominations for its National Teacher Award. This $5,000 grant is awarded to teachers who effectively use the arts in the instruction of students with disabilities. Contact: Brian Carroll, Chief Executive Officer. For further information, call 540/932-1728, fax: 540/949-8408, e-mail: brianne@mmsinc.com, website: mossfoundation.org.

Student Scholarship. Announcing The P. Buckley Moss Society/Anne and Matt Harbison Award. A scholarship for high school seniors with learning disabilities who wish to continue their education. Recipients receive $1,000 per year while they are pursuing higher education/training (for up to four years). Nominations must be made by members of the P. Buckley Moss Society. Deadline for application: March 31. Contact: Care Hopkins, Executive Director. For further information, call 540/943-5678, fax: 540/949-8408, website: www.mosssociety.org.

CALENDAR OF CEC *events*

march

March 19-20, 1998
Iowa CEC Federation One Day Cultural and Linguistic Diversity SPED. Iowa City Holiday Inn, Iowa City, IA. Contact: Landis Pickney, 319/263-8476

March 19-21, 1998
North Carolina CEC Federation Conference, "Connecting Educational Communities." Adams Mark, Charlotte, NC. Contact: Ron Howard, 919/575-7772

March 20-21, 1998
Texas CEC Federation Conference, "Teachers Creating Exciting Classrooms." Wyndham Greenspoint Hotel, Houston, TX. Contact: Pam Lindsey, 817/579-2210

March 30-April 2, 1998
18th Annual Super Conference on Special Education, "Individual Differences: Leaving Our Mark on the World." Baton Rouge, LA. Contact: Donna Dugger-Wadsworth, 318/482-6415

april

April 15-18, 1998
CEC Annual Convention, "Connecting Learning Communities." Minneapolis, MN. Contact: CEC, 888/CEC-SPED

Connecting
Learning
Communities

CEC Annual Convention
April 15 - 18 1998
Minneapolis Minnesota

may

May 2, 1998
Utah CEC Federation, "Learning with Competence, Confidence, and Caring." St. George, UT. Contact: Pat Beckman, 801/565-7508

May 7-8, 998
Regional LCCE Training. Chicago, IL. Contact: Susan Johnson, CEC HQ, Reston, VA 703/264-9473 or e-mail:susanj@cec.sped.org

May 8, 1998
New Jersey CEC Federation Conference. Sheraton Woodbridge Place Hotel, Iselin, NJ. Contact: Cheryl Bomba, 609/987-0099

May 12, 1998
CEC Satellite Broadcast, "IDEA Reauthorization: Discipline and Creating Positive Learning Environments." Contact: Anmarie Kallas, CEC HQ, 703/264-9473 or E-mail: aka@cec.sped.org

july

July 14-15,1998
CCBD Intensive Training Institute, "Dealing with the Everyday Frustrations of Discipline in Relation to the New IDEA." Radisson Normandie Hotel, San Juan, Puerto Rico. Contact: Lyndal Bullock, 940/565-3583

THE COUNCIL FOR EXCEPTIONAL CHILDREN
1920 Association Drive
Reston, VA 20191-1589

Non-Profit
Organization
U.S. Postage
PAID
Herndon, VA
Permit No. 1575

CEC today

EXCLUSIVELY FOR MEMBERS OF THE COUNCIL FOR EXCEPTIONAL CHILDREN

VOL. 4 NO. 8
APRIL/MAY 1998

CEC Delegates Pass Resolution to Improve Special Education Teaching Conditions

CEC's Delegate Assembly made history at the 1998 convention when it passed a resolution that expands CEC's focus on improving special education teaching conditions. CEC delegates stated this change in CEC's focus is needed, for poor working conditions harm educational outcomes for students with disabilities and result in special education teachers leaving the field.

CEC will take several steps to make the education community as well as the public aware of special education teaching conditions and the effect they have on the education of all students. In the coming year, CEC will hold regional meetings at which CEC members and the public can testify about special education teaching conditions in their area and community, as well as strategies that will enhance student learning. CEC has also appointed a special presidential commission, headed by Matty Rodriguez-Walling, teacher/trainer from Miami-Dade County Public Schools and CEC's 1994 Teacher of the Year, and Don Deshler, professor at the University of Kansas and CEC's 1997 Wallin Award Winner, to study special education teaching conditions that impede effective practice. In a year, the commission will report its findings to the leadership in the Department of Education, state/provincial government leaders and special education administrators, as well as the Delegate Assembly.

Depending on the results of the study and the regional meetings, CEC will establish professional guidelines concerning burdensome paperwork, teacher caseloads, or other issues identified as critical by special education teachers.

To give this issue adequate time and attention, at the 1998 convention the Delegate Assembly suspended its usual rules of order to hear testimony from delegates from different regions in the United States and Canada and the divisions. After discussion on Friday, April 17, the resolution was passed by voice vote on Saturday afternoon.

A CEC delegate speaks out on special education teaching conditions at the Delegate Assembly.

The Delegate assembly resolution is a major step in CEC's initiative on special education teaching conditions. CEC launched the initiative in March.

Continues on page 5

Special Education Today—Opportunities and Challenges

Ask someone from the field what it's like to be a special education teacher today, and you're unlikely to get a straight answer. The interviewee will respond with words like scary, exciting, frustrating, confusing, rewarding—usually in the same breath. And the truth is, these conflicting evaluations give a pretty accurate assessment of special education teaching in this time of change and challenge.

Special education teaching continues to be rated a strong profession. Employment analysts predict a high need for special education teachers will continue across the nation for the next several years. At the same time, with the emphasis on inclusion, collaboration, and school reform, along with the new mandates of the Individuals with Disabilities Education Act (IDEA) 1997, opportunities within the field continue to grow, giving special education teachers more career options than ever before. However, these same factors have contributed to confusion about the role of

Continues on page 15

inside

CEC Plays Key Role in Change of IEP Conformance Date 4
Convention Highlights 7
Paperwork Is No. 1 Obstacle for Special Education Teachers 14

EC 306 570

The New Disorder Maze

Think you know all the acronyms and disorders that can affect individuals? Think again. We at CEC have come across a few special disorders you may not be aware of yet. But, you'll certainly want to be on the lookout for these conditions in yourself and others!

ASSD
Audible Silver Screen Disorder
Shouting out comments in a crowded movie theater

ATR
Adverse Tress Reaction
Having a bad hair day

CCRR
Condensed Coolant Replacement Refusal
Returning an ice tray to the freezer without refilling it with water

DMG
Delusional Medi-graphia
Writing like a doctor when you're not a (real) doctor

FOED
False Optimism Elevator Disorder
Continually punching a lit elevator button to reach one's floor faster

ISD
Intentional Shameful Dyscalcula
Habitually using express lanes in the supermarket despite having more than 10 items

PDD
Posterior Distress Disorder
A condition associated with prolonged sitting at conferences

Dyslyrica
Singing the wrong words to popular songs

Dysnomia
Inability to remember names

By Perry Zirkel, professor at Lehigh University, Bethlemen, PA, and David Richards, school attorney from Texas

The New Research on Dyslexia—What Does It Mean for Educators?

The new research on dyslexia may have far-reaching effects on the way special educators think of dyslexia and teach students who have the disorder. The research not only reinforces the direct instruction of phonological awareness as a remediation technique, it also supports using alternate methods to teach content to students with reading disabilities. In addition, the research overthrows the misperception that dyslexia is caused by a visual processing problem.

The research, released in mid-April by Sally E. Shaywitz of the Yale University School of Medicine, showed that specific brain malfunctions contribute to dyslexia. Using high-tech imaging equipment, Shaywitz's team showed that the brains of individuals with dyslexia show very little activity in areas important to linking the written form of words with phonic components. Instead, these individuals seem to compensate by overusing a frontal brain section associated with other aspects of language processing and speech. Shaywitz's work is part of a body of research of this type.

The research substantiates the findings released two years ago on the need to provide instruction in phonological awareness to students who have difficulty reading. The fact that the brain shows very little activity in areas critical for linking written language with phonic components indicates a need for direct instruction in phoneme awareness, according to Reid Lyon, neuropsychologist at the National Institutes of Child Health and Human Development of NIH. For poor readers to become fluent, they also require opportunities to practice reading skills in texts that provide multiple repetitions of letter and sound combinations, Lyon said.

The research also helps explain why students with dyslexia have difficulty with comprehension. So much energy and concentration is used trying to decode words that students have little left over to analyze or organize what is read.

But the research may have an even more positive effect for students with dyslexia—it proves that students with poor reading skills are not lazy or disinterested, according to David Rose, professor at Harvard University and co-executive director of the Center for Applied Special Technology.

In fact, these students are working so incredibly hard to read, their efforts can compromise other important content learning, he says. If we concentrate only on their reading skills, we may disable the student twice—through the reading disability and by not allowing him or her to learn content.

To avoid that possibility, in addition to remediation, special and general educators must provide more support to poor readers so they can access the curriculum, Rose says. For example, students could read science or social studies content with the aid of a computer or through other universally designed materials. (Universally designed materials present information in many different formats, i.e., text would also be presented in speech, in larger print, and graphically.)

"In our culture, it's no longer fair to say the only way we can learn history is through decoding text," Rose said. "It's a waste of talent to have kids fail in history because they can't read, because we can provide more support."

In the future, this type of neural imaging research may even help special educators design curriculum for students, Rose predicts. As we can better differentiate the brain patterns of different types of disabilities—and such neural imaging research is already occurring with all types of disabilities—educators will know how to configure the curriculum to meet each student's learning mode. ■

Connect Online with CEC!

CEC Launches Discussion Forums on the WWW

Are you faced with a new or challenging teaching situation? Have you ever wished you could effortlessly tap into a network of special educators for suggestions and support? Well, for CEC members, connecting with colleagues from around the world is merely a mouse-click away.

Ask Questions, Share Strategies, Trade Tips with *Lesson Swap & Share*

The latest addition to CEC's Web site, the CEC Discussion Forum, provides a simple way for CEC members to connect by reading and posting messages on the CEC Web site. *Lesson Swap & Share*, the first discussion area to open, enables teachers to share their best strategies and lesson plans and invite suggestions for ideas to use in the classroom from the comfort of their desktop!

Easy as 1, 2, 3 . . . but for CEC Members Only!

Joining a discussion online is as easy as 1, 2, 3 for CEC members.

1. You can reach the CEC Discussion Forums from the CEC home page, http://www.cec.sped.org. Click on the icon in the left-hand column that says "CEC Discussion Forum."

2. On the main CEC Discussion Forum Page, note that active discussion area topics are listed on the left, and instructions for accessing the discussion areas appear on the right. Before you follow a link to a topic area, note that you will have to have your CEC member I.D. number handy, since the CEC Discussion Forum is for CEC members only!

3. With your CEC I.D. number in hand, point and click on a topic area. You will then be prompted to enter your user I.D.—your last name and your password—your membership number. Once you have accessed *Lesson Swap & Share* or another forum area, take moment to peruse some of the messages posted, send a reply, or post a new message and connect with your colleagues online!

Look for other discussion forums, such as the new teachers' site, coming soon!

Job Seekers, Employers, Check Out CEC's Job Bank

Job seekers will want to be sure to check out CEC's Job Bank, Career Connections. More than 200 positions from all over the country and Canada are listed on the job bank. Positions range from special education teacher to administrative posts to higher education to consultancies.

Plus, job seekers can post their resumes on the Job Bank. Through this easy-to-use service, employers can learn how a potential employee's skills match their position openings.

If you're looking for a job or the perfect person to fill a position, turn to the CEC Job Bank. It's your best resource for special education positions and special education employees.

CEC's Member-Get-a-Member Campaign—Better than Ever!

You just can't beat success. That's why CEC launched its fourth Member-Get-a-Member Campaign in Minneapolis.

This annual recruitment campaign has proved so popular with our members that they asked us to continue it for another year. By bringing new members to CEC, our current members have won hundreds of exciting prizes, including *free* membership, *free* convention registration, *free* publications, *free* T-shirts, and *discounts* on CEC publications.

CEC looks forward to seeing more members participate in the 1998-1999 Member-Get-a-Member campaign. Try your hand at recruiting members, and join the ranks of those who have met with success. (With CEC's great benefits and work on behalf of the special education teacher, recruiting this year will be easier than ever!)

For your Member-Get-a-Member campaign information packet, call 888/232-7733 or see your unit president. ■

inside

APRIL/MAY 1998 VOL. 4 NO. 8

CEC Today is published 10 times a year, Jan/Feb, March, April/May, June, July, Aug., Sept., Oct., Nov. and Dec., by The Council for Exceptional Children, 1920 Association Drive, Reston, VA 20191-1589. Telephone 888/232-7733, TTY 703/264-9446. lyndav@cec.sped.org WWW: http://www.cec.sped.org

CEC Today is not copyrighted. Members are encouraged to copy and disseminate information in this publication.

CEC President: Linda Marsal

Executive Director: Nancy D. Safer

Editor: Lynda C. Voyles

Contributing Editors: Jacki Bootel, Public Policy; Jean Boston, Publications; Jane Burnette, Information Services; Margie Crutchfield, Professional Standards; Anmarie Kallas, Continuing Education; Caroline O'Connell, Communications; Grace Zamora Duran, Membership; Susan Simmons, Membership

CEC Delegates Pass Resolution to Improve Special Education Teaching Conditions *1*

Special Education Today—Opportunities and Challenges *1*

The New Research on Dyslexia—What Does It Mean for Educators? *2*

Member Benefits *3*

Advocacy in Action *4*

Student CEC Spotlight *6*

Convention Highlights *8*

Professional Advancement *11*

Division Focus *12*

Diversity *13*

Speaking Out *14*
Paperwork Is No. 1 Obstacle for Special Education Teachers

Classified Ads *15*

Calendar of Events *16*

Advocacy in Action

CEC Plays Key Role in Change of IEP Conformance Date

CEC took a leading role in the Department of Education's (ED's) changing the date student IEPs must conform to the provisions in IDEA 1997. Education Secretary Richard Riley stated that as of July 1, 1998, *all IEPs that are drafted on or revised after this date*" shall be required to conform to the new law (emphasis added). Formerly, ED had stated that all student IEPs in use (more than 5 million currently) should be in conformance by or on July 1.

In a letter to Secretary Riley, CEC and the National Education Association (NEA) strongly opposed the deadline for IEP compliance and recommended that ED require schools to *begin* implementing the new IEP requirements by the July 1 date. CEC and NEA said that with the very significant changes required in the IEP regulations it was unreasonable for every IEP in the nation to be in compliance by July 1, particularly since the new regulations were not expected before the end of May. The two organizations further said that to force schools to meet the July 1 deadline on all IEPs would not only result in IEPs that are thrown together and fail to meet the intent of the law, it would also detract from the provision of a quality education for special and general education students.

Furthermore, to rewrite the millions of IEPs completed this past year, teachers would have to be pulled from classes for an IEP-writing marathon, the organizations asserted. Meanwhile, their students would be left in the care of teachers' aides and substitute teachers.

Rather than meet an unrealistic deadline, CEC and NEA wanted to ensure the new IEPs receive the thought and collaboration necessary for them to become true working documents for students, teachers, and parents . . . not just an exercise in checking off procedures, which may too often be the case, said Joseph Ballard, CEC's director of public policy.

Tom Hehir, director of the Office of Special Education Programs, received additional input from the field at CEC's 1998 convention in Minneapolis, MN. Convention attendees strongly expressed their concerns about the July 1 deadline and urged Hehir to work to change the date for IEP compliance.

Congratulations to CEC and its members who urged ED to amend its stand on IEP conformance. With the time to restructure IEPs in a thoughtful and comprehensive manner, we should be able to develop educational programs that are meaningful for students, teachers, and parents.

Amendment Endangering FAPE Is Withdrawn, Thanks to CEC

Thanks to CEC and its many members who contacted Congress, Senator Judd Gregg withdrew his "IDEA Flexibility" amendment, which could have endangered the guarantee of a free and appropriate public education for students with disabilities. The amendment would have left the discipline policies for students with disabilities up to states and localities.

Upon learning about the amendment, CEC put out a call to action to our members and all special educators. The response was immediate and intense. Sen. Gregg's office was deluged with phone calls, e-mail, faxes, and snail mail. CEC convention attendees also sent more than 1,000 postcards from the convention center protesting the amendment.

CEC would like to thank the field for all the actions taken to have the Senate vote against Sen. Gregg's amendment. As it turns out, the amendment never came up for a vote!

CEC Applauds Rep. Goodling's Call for Full-Funding of Special Education

CEC praised Rep. Goodling's call for full funding of the Individuals with Disabilities Education Act (IDEA).

"CEC is pleased to see that these esteemed members of Congress see the need to fully support special education," said Joseph Ballard, CEC's director of public policy. "We must find a way to fund special education, as well as new education initiatives that have been proven needed. The nation's children deserve no less."

Rep. Goodling, along with other leading Republican members of Congress, stated that special education funding should meet 40 percent of the excess costs that localities pay for educating children with disabilities. This would trigger a provision in the law that would allow local education agencies to reduce the amount of local funding spent on special education and related services.

"The additional funding proposed by Rep. Goodling and his fellow Republicans will do much to lessen the burden of special education now placed on local districts," said Ballard. "We hope, on behalf of children with disabilities, as well as their nondisabled peers, that President Clinton will fund all education programs." ■

All CEC Members Invited to Attend the 1998 CAN Workshop

Join us at the Children and Youth Action Network (CAN) Workshop for up-to-the-minute information from officials of the U.S. Department of Education's Office of Special Education Programs (OSEP), Congressional staff, and our own Public Policy staff.

Before now, this annual workshop was held exclusively for CEC federation and division CAN officers. But, we've "changed the rules" to allow all our members to attend this informative, interactive workshop. You'll get tips on how best to communicate with policymakers, from your school board member to your Senator, follow a bill from the time it's "dropped in the hopper" to the President's signing ceremony, and top it all off with an optional visit to your legislator to discuss the issues you care about!

The workshop will be held on July 19-20 at the ANA Hotel in Washington, DC. (You may choose to meet with your legislator(s) on Tuesday, July 21, 1998.) The fee is $199 for this exciting 2-day meeting! Don't miss it!!! Call 703/264-9498 for more information.

Resolution, *from page 1*

when it published a survey on special education teaching conditions in *CEC Today* and on the CEC Web site. Those responses, combined with those of the convention attendees and the delegates' reports helped identify the major sources of concern for special education teachers today. The approximately 1,000 respondents to the survey said the major obstacles to special educators effectively performing their jobs were

1. Burdensome and duplicative paperwork.
2. Unrealistic case loads/class sizes.
3. Confusing role expectations by administrators, parents, and other educators.
4. Inability to collaborate with general educators to problem-solve.
5. Lack of administrative support.

(See page 14 for survey comments.)

Testimony on Special Education Teaching Conditions

As the delegates testified, it became obvious that many special education teachers are experiencing the same frustrations. Across the country and Canada, special education teachers are inundated with paperwork, especially with the new Individuals with Disabilities Education Act requirements, and report that completing forms is taking away from instruction and planning time. Jennifer Weaver, special education teacher from the Maryland Federation, stated that she faces more than "240 pages of paperwork for just two days worth of meetings."

Unmanageable case loads and class sizes were also cited as situations that prevent special education teachers from giving their students first-class educational service. With the advent of inclusive classes and decreases in special education funding, special educators' class sizes have risen dramatically. Special education teachers may be given case loads of 30 or more students *and* be expected to provide special education support to students with disabilities placed in general education classes.

Special education teachers further said the excessive demands placed on them was a source of frustration and stress.

"Not only are we expected to carry out the duties of regular educators, but we are also expected to make modifications to curricula, make sure the accommodations are put into place, participate in IEP meetings, perform educational assessments, and make certain our students participate in state-mandated testing programs, as well as act as a counselor and parent to our students," said Weaver.

Another situation special educators said was of major concern is the lack of standard certification requirements across states and provinces. Special education teachers reported that the lack of consistency in special education certification not only handicaps professionals' knowledge base, it also keeps qualified professionals from procuring positions in the field. For example, Michele Rogers, special education teacher from Minnesota, was unable to obtain licensure in a neighboring state though she was a licensed special education teacher in Minnesota.

"I moved to a neighboring state and spent an entire year trying to get my licensure," Rogers said. "Even though I was licensed in EBD, LD, MMH, and elementary education, I was told I would need to take several classes and student teach a fifth time to get the equivalent lincensure I had in Minnesota."

Fear of litigation was also frequently referred to as a problem for special education teachers. As special education has become so litigious, special education teachers feel they need to prove themselves right in professional situations, according to Barbara O'Rouke, governor from Idaho. Special education teachers' fears are compounded by the fact that they find it difficult to keep abreast of the changes in the field that result from legal decisions.

Other areas of concern stated in the testimony included lack of technology resources or training, general education administrators who have little or no background in special education; poor collaboration between general and special educators; the large age range, K-12, special education teachers are expected to have expertise on; and the wide age range in special education classes.

During the testimony, representatives from the Council for Administrators of Special Education and Region 1 stressed that the issues special education teachers are dealing with are not reserved to our population. They advocated reframing the resolution so that special education teachers are seen to be working with the general education population to find solutions to these problems.

Suggestions for a Better Future

Despite the negative nature of the topic, a tone of optimism and purposefulness pervaded the Delegate Assembly. Representatives offered several suggestions for changing current conditions. In addition to establishing, teacher advocacy centers and "hotlines" for teachers, delegates also recommended developing partnerships with other professional education organizations and implementing collaborative workshops through the Department of Education for special educators, general educators, and parents to work together to improve special education teaching conditions—and teaching conditions overall—in our schools. ■

Materials Needed for CLAS

The Culturally and Linguistically Appropriate Services (CLAS) Early Childhood Research Institute, is urgently seeking materials to include in the CLAS database.

Print and nonprint materials, including information packets for families, textbooks and other materials such as journal articles and book chapters useful for training personnel, teacher-produced materials, and related items will be described and disseminated by this project.

Culturally sensitive materials that can be used with culturally and linguistically diverse children with disabilities from birth to 5 years of age and their families, along with materials that can be used to prepare the personnel who will work with them are needed.

If you are aware of good materials that have helped a child or family in your venue, please let us know about them. To find out more about the CLAS Early Childhood Research Institute and to see how to submit materials, access our Web site at http://clas.uiuc.edu/ for more information.

New Teachers Confront Poor Special Education Teaching Conditions

BY ADAM MARONEY

Imagine you are a first year teacher, feeling all the excitement and nerves that come with the anticipation of having your very own classroom. You thought this day would never come. But as the school year begins, you realize this is not what you bargained for, and certainly not the way you were taught things would be. You are thrust into a room with 22 multicategorical children. Some of your students have learning disabilities, some mental retardation, and others emotional and behavioral disturbances. Can you possibly handle all these children with their differing abilities and disabilities?

To make matters worse, you finally enter that long anticipated classroom, certain there will be adequate facilities. Wrong. Your classroom is a very small converted computer lab with only 15 chairs for your 22 students. Where do the rest sit? There is no useable chalkboard space, because a waist-high shelf runs around the entire room. To compound matters, you have no complete set of textbooks for your students. Even with the one, limited set you do have, there are not enough books for all the children. Fortunately, the district has hired one teacher's assistant for you. But the assistant has been poorly trained and is not qualified to deal with some of the issues the two of you face on a daily basis.

Unfortunately, this is not an imagined scenario. This is what one of our first-year teachers faced upon graduation. These are the harsh realities of the conditions of special education today.

Although this may be an extreme case, you could be faced with similar problems in your first teaching assignment.

CEC feels so strongly about special education teaching conditions that much of the Delegate Assembly at the 1998 convention was devoted to this topic. In fact, CEC is launching a new initiative to address these conditions, which are viewed as obstacles that special education teachers face in carrying out their responsibilities.

The Problem

A report from the Professional Standards and Practice Committee, *Conditions for Special Education Teaching*, states that the sources of frustration for teachers come from lack of administrative support, role conflicts, unmanageable caseloads and class sizes, overly burdensome and duplicative paperwork, inadequate career options and salary scales, lack of appropriate preparation, and lack of continuous learning opportunities. Because of these problems, many special education teachers leave the profession, according to the prospectus. Furthermore, special education teachers leave the field at a higher rate than other teachers.

CEC Takes Action

CEC has initiated a campaign to improve these conditions. As a first step, CEC will conduct a public awareness campaign and gather input from special educators in the field about conditions in their regions. CEC also has appointed a commission to study the issue and recommend professional guidelines to improve poor conditions that are affecting special education teachers and the students they serve.

What Can I Do?

Students need to become proactive in this campaign. They are the future of special education and will be the ones who will deal with these conditions if they are not changed now. Students have to decide they will not accept inappropriate working conditions.

To help redress poor special education teaching conditions, bring these issues to debate in class and during your chapter meetings. In addition, attend the regional meetings CEC is holding on special education teaching conditions. The regional meetings will be held in conjunction with federation conferences. Students also should work on this project with their federation. This is an issue that affects both students and professionals and should be tackled together.

Students can further work to improve this situation by talking with their host teacher if they are doing student teaching. Discuss the issue with your host teacher and invite him or her to become involved in CEC's initiative.

Special education teaching conditions are of concern to us all. The story at the beginning was not imagined or created to prove a point. It was real and could happen to you on your first—or second or third—job. These conditions need to be brought to public attention and special educators, both present and future, need to stand up and let people know this is unacceptable. ■

Adam Maroney is SCEC's Vice President of Communications. He is a student at the University of Cincinnati.

Congratulations to SCEC's New Officers!

Student CEC would like to congratulate the 1998-99 Executive Committee elected by the Board of Governors in Minneapolis

Melissa Whitmore, President

Ramona Wright, President Elect

Lina Reitano, Vice President of Committees

Adam Maroney, Vice President of Programs

Merewyn Hewitt, Vice President of Communications

Tasia Karagiannis, Canadian Student Liaison

CEC's 1998 Annual Convention—A Connection of Learning

CEC's 1998 convention brought together some of the best minds in special and gifted education, professionals eager to increase their knowledge and skills of educational techniques, trends, technologies, and resources.

CEC's new formats, particularly the mini-workshops, proved to be a rousing success as professionals gathered to gain in-depth learning on a particular topic or subject, while the more than 600 regular sessions gave attendees a wealth of knowledge on the latest research and strategies for working with students with exceptionalities.

CEC's Technology Zone drew unprecedented crowds of convention attendees. The special technology sessions, *The Future of Special Education Technology* by Microsoft; *What You Need to Know to Make a Wise Technology Purchasing Decision* by Microsoft, Prentke Romich Company, and Reunion Software; and other technology demonstrations gave special educators new insights into the world of education technology and its capabilities.

The technology exhibits were a big hit at CEC's 1998 convention.

The 1998 convention also boasted CEC's first Teacher of the Year Luncheon, in which all our current teachers of the year were honored for their work and contributions to special education. Director of the Office of Special Education Programs Tom Hehir made a special appearance at the luncheon, as did CEC President Linda Marsal and CEC Executive Director Nancy D. Safer.

Amid the learning and fanfare, CEC attendees were also guaranteed a healthy amount of fun and good times. In addition to reviving old friendships and making new ones, attendees showed their high spirits at the the many socials. Never was this more apparent than at the CEC gala, at which convention attendees cut the rug with the shag, old time stomp dancing, and the Minnesota polka. And if that weren't enough, with the CEC silent auction, attendees took home a bevy of treasures to enjoy for years to come.

The 1998 CEC Convention—it certainly connected learning communities, but it also provided connections of another type—the connection of spirit, dedication, and love that marks the special education professional. ■

"Do Not Be a Victim!" says Bob Love

Bob Love, CEC's keynote speaker, brought a message of perseverance, determination, and hope to CEC's 1998 convention attendees. The former leading scorer for the Chicago Bulls shared his heartrending and inspiring story of overcoming adversity and prejudice to achieve his dream.

Though Love was a star on the basketball court, he found himself benched as soon as the game was over. The reason? He stuttered. Misunderstanding of and prejudice against those with speech impediments pushed Love to the sidelines. While other, less talented players were granting press interviews and getting product endorsements, Love was ignored.

Upon his retirement from basketball, Love was turned away by employer after employer. They deemed his college degree worthless when compared to his disability. Finally, Love was offered the job of busboy, and the former star took it. And he made up his mind to be the best busboy ever.

Recognizing his potential and ability, his employers told Love they would promote him if he would do something about his speech problem—and offered to pay for therapy. At the age of 46, for the first time, Love received speech therapy. While Love was learning how to speak, he held on to the dream he'd had since childhood—to be able to speak in front of thousands of people.

"I would have given up all my success on the basketball court to be able to speak," said Love.

Finally, he achieved his dream. Today he is one of America's most respected motivational speakers.

His message to CEC convention attendees and the students they teach?

"Don't be a victim. If you have a dream, you can achieve it. Never stop believing in yourself."

Does Love regret having had a disability?

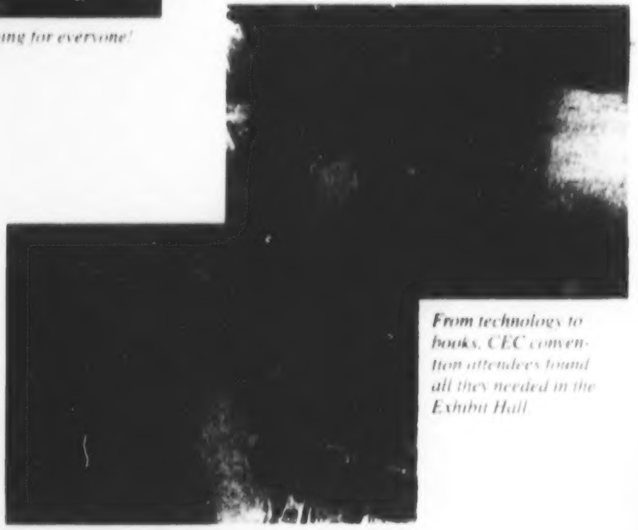
"No. Without my disability I would not be the person I am or have the life I have," Love said. "It made me better." ■

Visions of CEC's 1998 Convention

CEC convention attendees flock to the Exhibit Hall to check out the latest technology and resources.

Gary Moulton of Microsoft Corp. gives attendees a glimpse into the future of special education technology at a special convention session.

Something for everyone!

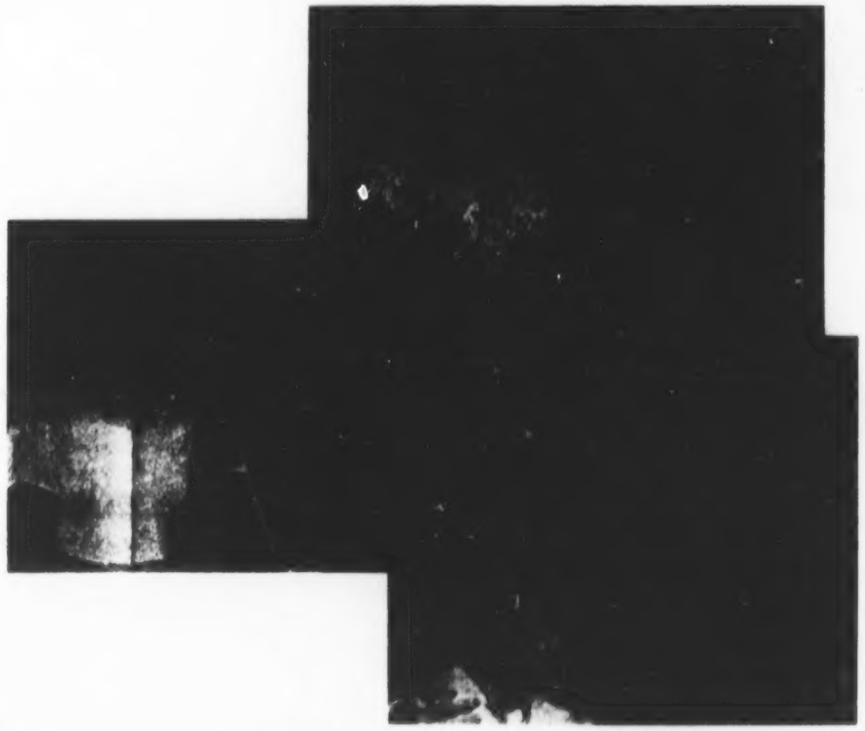


From technology to books, CEC convention attendees found all they needed in the Exhibit Hall.

A teacher gets some tips from Martha Shields, the Ohio Federation Teacher of the Year, at the Teacher of the Year Roundtable.

CEC's Clarissa Hug Teacher of the Year experiences a moment of embarrassment as she receives a standing ovation at the Teacher of the Year Luncheon.

CEC's 1998 award recipients (left to right): John Sharer, Advantage Products, Business, Agency, and Community Award; Terri Chasteen, CEC's 1998 Clarissa Hug Teacher of the Year; Parthenia Cogdell, CEC Contributor Award; Corrine Kass, J.E. Wallace Wallin Award; Don MacMillan, CEC Research Award.



Three of our 1998 Yes I Can! winners smile with pride as they receive their award. Congratulations to all of them for a job well done.

Sometimes the best spot for figuring out your convention schedule is on the floor!

CEC President Linda Marsal and David Mills demonstrate some of their better moves on the dance floor at the CEC gala.

CEC Luncheon Honors Our Teachers of the Year

CEC Teachers of the Year and colleagues enjoy a light moment at the Teacher of the Year Luncheon

Too often, our special education teachers do exceptional work but receive little or no recognition. CEC's Teacher of the Year Luncheon gave us an opportunity to change that.

CEC President Linda Marsal kicked off the event with a warm welcome to CEC's 1998 teachers of the year. Next Terri Chasteen, CEC's 1998 Clarissa Hug Teacher of the Year, took the podium. In her address, Chasteen reinforced the common bond of those in attendance as she spoke of her vision of special education and the contributions all special education teachers make in their work. Then came a special appearance by the Proctor High School Swing Choir, which treated attendees to a series of broadway tunes complete with multiple harmonies and choreography.

Tom Hehir, director of the Office of Special Education Programs, rearranged his busy schedule to make the keynote address. In his tribute to CEC's teachers of the year, Hehir recognized the skill and commitment special education teachers exhibit in their efforts to make a difference in the lives of children with exceptionalities.

The luncheon concluded with the presentation of awards. Each teacher received a limited-edition CEC commemorative statue, an engraved brass nameplate, and a signed letter from the U.S. Secretary of Education Richard Riley. One of Secretary Riley's statements reads:

"Congratulations on being chosen as one of the Council for Exceptional Children's Teachers of the Year. This is a great honor, and you should be deeply proud of your accomplishment."

We couldn't agree more. Congratulations to our 1998 CEC Teachers of the Year.

Teachers in Attendance

- **Terri Chasteen**, Clarissa Hug Teacher of the Year
- **Steve Brown**, Illinois Federation
- **Linda Chadburn**, Utah Federation
- **Cheryl Chikalla**, Washington Federation
- **Laurie Girard**, South Dakota Federation
- **Chris Jaglo**, Minnesota Federation
- **Susan Jezek**, Texas Federation
- **Terry Parker**, Florida Federation
- **Teresa Pilson**, North Carolina Federation
- **Zina Seal**, Mississippi Federation
- **Martha Shields**, Ohio Federation
- **Susan Thomas**, DCDT
- **David Unruh**, Kansas Federation ■

CEC Passes Three Additional Resolutions

In addition to the resolution on special education teaching conditions, CEC passed three other resolutions at the 1998 convention. They are:

- **Performance Assessment**—To provide guidance as states and provinces implement accountability issues, CEC updated its policy on minimal competency testing to Performance Assessment. CEC said assessment instruments should be used that have been developed and validated on students with exceptionalities, assessment accommodations and alternative performance assessments should be available for students with exceptionalities, and assessments and their procedures should be addressed in the IEP.

CEC further said that time should be provided to develop or field test assessments and accommodations with students who have disabilities, assessments that measure learning outcomes should be given only if students have had time to learn the knowledge being assessed, and it may be inappropriate to use performance assessment results to determine school accountability or make individual student educational decisions.

Additionally, CEC said a diploma should be granted to all students who complete high school, and it should be accompanied by grade transcripts, course-of-study description, and/or descriptions of student learning accomplishments. Also, students should receive credits toward graduation for approved study outside of school such as work, service, vocational or community college, and university coursework.

- **Continuing Education to Maintain Certification**—To better align CEC's requirements with those of states and provinces, CEC amended its continuing education requirements to an average of 36 hours (or 3.6 CEUs) each year in professional development activities related to the professional's field of practice. CEC also added structured discussions of reading from professional literature to its professional activities.

Formerly, the policy required 25 hours of professional development.

- **Appropriate Use of Interpreters or Transliterators**—CEC said that certified individuals should assess the communication needs and determine the appropriate mode or language of students who are hearing impaired. Schools also should procure professional personnel who are competent in the student's communication mode.

If that is not possible, schools should use only qualified persons as interpreters/transliteraters for students with hearing impairments. They should be credentialed in the student's mode and language of communication as well as special education procedures, child development, and the responsibilities of educational interpreters. Further, certification or rating systems should be required for interpreters/transliterators. ■

IDEA...How Is CEC Helping You?

CEC has created several new resources to help special educators implement IDEA 1997. Following is an overview of CEC tools you will want on your reference shelf.

IDEA 1997: Let's Make It Work

IDEA 1997: Let's Make It Work is a helpful set of questions and answers that deal with new aspects of the law. Topics include

- Parent involvement.
- Developmental delay.
- Cultural diversity.
- Evaluation and reevaluation.
- IEPs.
- Related services and technology.
- Early childhood.
- Procedural safeguards.
- Mediation.
- Behavior and discipline.
- State and local fiscal management responsibilities.
- Private school placements.
- Performance goals, indicators, and assessments: what the state has to do.
- Personnel preparation.
- National support programs (Part D).

Most sections are augmented with comments from the Senate Committee report and resources from journals and books that will strengthen the reader's understanding of the law. The book also includes a summary of IDEA and an index of where topics are located in the legislation. The final section covers government, regional, and national resources that can help states and districts implement the law.

CEC has created two versions of this product: a bound, 94-page book and a loose-leaf binder with tab dividers for each section. The loose-leaf binder was developed as an information management document for administrators and others who need to file resources from state and local agencies. When the federal regulations are published, CEC will issue additional pages for the loose-leaf version of the product.

Satellite Broadcasts on IDEA

CEC has video and audio tapes of its three satellite telecasts on IDEA. The first is an overview of the new law; the second focuses on the IEP, performance assessments, and cultural considerations; and the third deals with discipline and positive learning environments. (For highlights of the second and third stellite broadcasts, see the CEC Web site, www.cec.sped.org or the July/August *TEC*.)

Each 3-hour tape presents the best thinking of the leadership in special education. The videos make excellent resources for presentations, while the audio tapes can be used by individuals who want to learn how national leaders interpret the meaning of the law.

To order any of the following resources, call 888/CEC-SPED.

IDEA 1997: Let's Make It Work (paper version, #R5235) CEC Members $15.95. (Reg. $22.95)

IDEA 1997: Let's Make It Work (loose-leaf, #R5235L) CEC Members $32.95. (Reg. $45.95)

IDEA Reauthorization: Major Features of the New Law (180-min. video, #M5246) CEC Members $109. (Reg. $149)

IDEA Reauthorization: Major Features of the New Law (2 90-min. audio, #M5246A) CEC Members $24.95. (Reg. $34.95)

IDEA Reauthorization: Focus on the IEP and Performance Assessment (180-min. video, #M5248) CEC Members $109. (Reg. $149)

IDEA Reauthorization: Focus on the IEP and Performance Assessment (2 90-min. audio, #M5248A) CEC Members $24.95. (Reg. $34.95) ■

Make Your Presentation Available after the CEC Convention

When you presented at the CEC Convention, you made people aware of the facts about your topic. But what if your listeners want to review something you've said or use one of your references to dig a little deeper? There is a way to make your information available long after the convention ends—submit your paper to ERIC!

ERIC especially needs papers in the following topic areas:

- Sex Education for Students with Mental Retardation.
- Fetal Alcohol Syndrome/Effects.
- Block Scheduling for Special Education Students.
- Paraprofessionals in the Classroom.
- Adaptive Physical Education.
- Middle School Issues.

If you presented at the CEC Convention on these or other topics of concern to special educators, please send a written version of your presentation to ERIC Acquisitions, CEC, 1920 Association Dr., Reston, VA 20191-1589.

EXTRA *credit*

Free Network Design Assistance for Schools—Farallon, a division of Netopia Inc., offers a free network consulting service and E-Rate helpline to schools. Hotline number: 800/463-1989. Web address: www.farallon.com/education/dr.farallon.

Federal Resources for Education Online—Educators can find resources for teaching and learning from more than 35 federal agencies at Federal Resources for Educational Excellence. This free site offers information on thousands of topics. Address: www.ed.gov/free.

Online Teachers Network—IMPACT II—The Teachers Network offers "daily blue plate specials:" classroom activities and sample lessons; and interacting with teachers, parents, and students. Address: www.teachnet.org.

Division Focus

CASE

The Council of Administrators of Special Education

CASE members enjoyed a full program of professional and social events at the 1998 CEC convention. Among the social highlights for CASE members were the CASE reception sponsored by the Psychological Corporation and CASE Fun Night!

Congratulations to the CASE award winners. Kirby Cleveland received the 1998 Harrie M. Selznick Distinguished Service Award, and Laura Mohr the Outstanding Administrator Award.

See the CASE newsletter for a full account of CASE activities and actions at the convention.

For the most recent CASE information, check the CASE Web site at http://members.aol.com/casecec/index.htm. The site also links to the CEC Web page and the CEC Job Bank. This will be an excellent resource for administrators who are seeking new personnel for the coming year.

CCBD

The Council for Children with Behavioral Disorders

CCBD hosted a successful proactive forum on the implementation of the new IDEA on February 20-21, 1998, in Orlando, FL. Participants heard thought-provoking keynote sessions from Eleanor Guetzloe, James Fox, Sarup Mathur, Bev Johns, and Richard Van Acker. After each keynote session, facilitators worked with small groups to address the practical implementation of the issues. The facilitators were Maureen Conroy, Juane Heflin, Cathy Kea, Mary Beth Noll, and Brenda Townsend. A monograph on the forum will be available from CEC Headquarters by July 1.

CCBD's Summer Training Institute, "Dealing with the Everyday Frustrations of Discipline in Relation to the New IDEA," will be held on July 14-15, 1998, at the Radisson Normandie Hotel in San Juan, Puerto Rico. The topics to be addressed include Discipline through Effective Behavioral Management Plans and Cross-cultural Perspectives on Discipline: Making It Work. Guest speakers will be Cathy Kea, Nancy Lopez, Eleanor Guetzloe, and Bev Johns. To register, contact Lyndal Bullock, 940/565-3583. Each participant will receive a binder of training materials.

A list of CCBD's training opportunities and products is available on the following Web site: http://courses.unt.edu/bullock/homepage.htm.

The Center for Effective Collaboration and Practice and CCBD continue their partnership to provide a variety of computer-based resources for working with students with emotional/behavioral disorders. CCBD members can reach the CCBD Web site through the Center's Web site. The site is located at http://www.air-dc.org/cecp.

CEC-PD

The Pioneers Division

The Pioneers continue to compile oral histories of long-term members. Pioneers are interviewing key individuals via video or audio, and the tapes will be made available to members. We can all learn about our history and future direction by listening to the advice of historical figures who contributed much to the founding of the field of special education.

The Pioneers are now planning their sessions for the 1999 CEC Convention. If you know of someone you would like to see showcased or have an idea for a program, please contact Bev Johns, PO Box 340, Jacksonville, IL 62651 or e-mail bevjohns@juno.com.

DPHD

The Division for Physical and Health Disabilities

Convention was a busy and fruitful time for DPHD members. Among the highlights was our annual Division Breakfast, in which DPHD members heard about the important work of DPHD committees on Homebound and Hospitalized, Severe and Multiple Disabilities, and Knowledge and Skills. DPHD thanks all the committee chairs and members who worked so hard this year to serve the needs of our profession through voluntary activities.

DPHD thanks Kathryn W. Heller for planning this year's DPHD activities at convention.

MRDD

The Division on Mental Retardation and Developmental Disabilities

Two international conferences will be held in Hawaii to provide attendees and presenters the opportunity to participate in jointly planned and coordinated activities. February 1-2 are the dates for the 15th Annual Pacific Rim Conference on Disabilities in Honolulu. The 6th International Conference on Mental Retardation and Other Developmental Disabilities, sponsored by MRDD, will be held February 3-6 in Maui. Preregistration materials and workshop proposals submitted for presentation will be coordinated across the two conferences. A discounted registration fee and collaborative activities and events will be provided to those participating in both conferences. For more information, contact CEC-MRDD Program Committee, Polly Parrish, (P) 334/626-3480, FAX: 334/621-0119, or e-mail: PParrish15@aol.com.

TED

The Teacher Education Division

Lyndal Bullock and Kathlene Shank are planning the fall TED conference, to be held on November 11-14, 1998, in Dallas, TX. See the TED newsletter for registration information.

At the 1998 CEC convention, TED President Lynne Cook, Vice President Elizabeth Kozleski, and facilitator John McLaughlin led the TED Executive Board in strategic planning. Focus groups held during the convention allowed a broader range of TED members to have input. The executive committee voted to provide a small amount of seed money to encourage the organization of subdivisions. If you are interested in organizing a TED subdivision, contact Jean Lokerson at Virginia Commonwealth University in Richmond, VA.

Merging the special and general education knowledge bases though teacher preparation was the topic of TED's showcase session at the 1998 convention. Other TED sessions focused on preparing teachers for inclusive environments, disabilities and abuse, collaboration between special and general education, and assessment practices in teacher education.

CEC's 1998 Multicultural Summit Emphasizes Disproportionate Representation

CEC's 1998 convention attendees crowded into a ballroom to hear disproportionate representation discussed from federal, state, and local perspectives.

Tom Hehir, director of the Office of Special Education Programs (OSEP), emphasized that the U. S. Department of Education recognizes that disproportionate representation in programs for students with mild/moderate retardation and the gifted and talented is a very real problem, overwhelmingly among African American students.

A National Longitudinal Transition Study on disproportionate representation will provide data required by IDEA 97, said Hehir. States are required to collect data relative to the problem, analyze the data, and take appropriate actions to reduce the size of the problem. OSEP is concerned not only about the process for placing students in special education but about what happens to them after they are placed, he said.

Key to the solution is ensuring that each student referred is provided with an appropriate educational program—a program that benefits the student, whether in special education or not, Hehir said. Special education as a profession must recognize the problem and be seen as helpful, which can be accomplished if special educators bring individualization to the table, he continued.

Charles Smailer discussed what the Office of Civil Rights looks for when it conducts audits. Smailer said that OCR emphasizes *unequal treatment* and the extent to which it results in *unequal impact* on various populations. School districts need to provide OCR with information about referral, assessment, eligibility, and placement processes that allow any variance in who receives special education and why. If placements can't be justified educationally, unequal impact is established.

Rosa Lockwood, from the Ohio Department of Education, presented a model by which states can examine statewide policies and procedures and allow them to determine where there may be problems contributing to disproportionality. The model uses four questions that allow states to examine policies and procedures and provide technical assistance where needed:

- What do we know (about disproportionality in special education and gifted services)?
- What do we need to know (as a state agency about school district policies and procedures)?
- How do we find out (what we need to know)?
- How will change be incorporated into existing practices?

The model also provides methods to develop and incorporate changes that will assist local education agencies to eliminate or reduce problems.

Mary Mehaffey, director of special education, Newport News, VA, provided vital information to school districts preparing for an OCR audit. She stressed that if a problem with disproportionate representation exists in one's district, it is essential to develop an action plan. Some components of such a plan include: sharing data with key division personnel, developing and implementing training opportunities on diversity and inclusion, developing and implementing new data collection tools, restating the need to serve all special education students in the least restrictive environment, and conducting attitudinal surveys and needs assessments. ■

A full day's workshop on disproportionate representation will be held November 4, 1998, the day before the CEC/DDEL Multicultural Symposium. To register, see the CEC Web site: www.cec.sped.org or call 888/CEC-SPED.

OSEP-Funded Projects

CEC has developed a database of more than 1,200 discretionary grants and contracts funded by the Office of Special Education Projects, which you can search on the World Wide Web. These projects include

- Research and Innovation Projects.
- Demonstration Projects.
- Technical Assistance and Dissemination Projects.
- Technology Projects.
- Personnel Preparation Projects.
- State Improvement Projects.

Each project description contains the project director's name and institutional affiliation; a summary of the project's purpose, method, and products; the project number; and the project's beginning and ending dates.

The user-friendly database enables you to retrieve the projects you are specifically interested in by searching for project director, organization, project title, project number, state, or keyword. Using this database, you can easily get answers to questions such as

- What personnel preparation programs exist in my state?
- Where can my school district get technical assistance on cooperative learning?
- Does Montana have any distance education projects?
- What research is being funded on cooperative learning?

To search the database, point your Web browser to: www.cec.sped.org/osep/search.htm. On-screen instructions will guide you through the process.

The database is also available in a print version, published in five volumes:

- Research, Innovation, and Evaluation.
- Personnel Preparation.
- Technical Assistance, Dissemination and Parent Training.
- Technology and Media Services.
- State Improvement.

The print version contains the same data as the Internet version, and each volume is indexed by project director, institution, state, and subject. The volumes may be purchased separately or as a set. To order, call 888/CEC-SPED.

The database was developed by the ERIC/OSEP Special Project with funding from the Office of Special Education Programs, U.S. Department of Education.

Paperwork Is Number 1 Obstacle for Special Education Teachers

In CEC's survey on Special Education Teaching Conditions, respondents overwhelming cited overburdensome paperwork as the number 1 obstacle to effective practice. High case loads ranked a close second, and conflicting role expectations rated third. A breakdown of the survey results follows.

• Overwhelming Paperwork	79%
• High Caseloads, Class Sizes	61%
• Conflicting Role Expectations	58%
• Lack of Problem Solving Opportunities with General Educators	55%
• Lack of Administrative Support	44%

Following are selected comments from our respondents.

Overwhelming Paperwork

- The focus should be on the child and taken off the endless paper chain. I spend more time making sure I have correctly filled out special education forms and organizing folders than I do making lesson plans. An IEP is only as good as the teacher, and we could be better teachers if we could focus our attention on the children and less on the paper load.
- The amount of paperwork is becoming unbearable. It is taking away from my students' time with me. The average length of our IEPs here are 45 pages and take 5-8 hours to complete.
- The amount of paperwork special educators have compared to general educators is not enough to gripe about. Yes, we have IEPs once a year. That is part of the job. At least we don't have 75 grades to average every three weeks like the general educators.
- When I started teaching, 80% of my time was spent working directly with students, 20% in paper management. As the years have progressed, the percentages have reversed. The inordinate amount of time spent pushing papers directly impacts my ability to deliver a "special education" to students with special needs. As a resource teacher, I feel like a person trying to fix a broken leg with a band-aid.

High Case Loads/Class Sizes

- I am working with 38 students in four grade levels (3-6). Each had an IEP for me to write. I need to be in contact with 10 teachers, for which I get no planning time nor concurrent planning time. Each child is wonderful and deserves much more of me than I can give.
- If the numbers are divided equally, I have about eight minutes of individualized instruction a day for each student. The maximum caseload needs to be lowered for the resource teacher to be effective.
- Caseload sizes may not always take into consideration the severity of the population served.
- Paraprofessionals do much special education instruction simply because special education teachers are unable to be in two or more places at the same time.

Need for Common Certification Requirements

- I am feeling betrayed. I am a good teacher. I am flexible, adaptable, creative, and dedicated. Simply checking my references would satisfy any concerns or questions one might have about my suitability for a particular teaching position. I simply do not understand why I could read, write, compute, and teach successfully in Arizona, California, Maryland, and Minnesota and be unworthy of practicing my profession when I arrived in Connecticut and Pennsylvania.

Unsupportive Administrators

- The biggest problem is the total lack of support from district administrators for our programs and kids. They are still not thought of as part of the school.
- In my experience, administrators top the list (of obstacles)...Am I the only special education teacher who was disturbed by the way related service personnel and special ed teachers are thrust into a classroom together with no forum to plan?

Lack of Resources

- In a few schools, administrators will not provide teaching supplies and instructional materials on the grounds that the LEA's special education funds are supposed to be used, not the school's budgeted funds. Teachers are often bounced back and forth from school to agency.

Lack of Adequate Professional Preparation

- If inclusion and the implementation of regular education curriculum is to be effective, training needs to begin at the college level. Plus, universities must implement a program that is not only philosophy but what is really happening in the schools today. Too many new teachers are not prepared for the "real" classroom.

Lack of Respect for Special Education

- Special education teachers are at the bottom of the food chain. If the regular teacher is out, they use a special education aid every time. I am supposed to have two assistants. One was taken for another class; the other works in the office every day from 1:00 until the end of the day.

Unqualified Special Education Teachers

- It is very disillusioning to see the quality, or rather lack of, in most of the present special education teachers. It seems school districts will hire anyone who "breathes" to teach a special education class.

Lack of Opportunity for Career Advancement

- Regarding the questions about career options, preservice preparation, and professional development, I see these as personal choices and motivational levels.... As for career paths, with all of the changes going on, special educators have a multitude of paths to follow.

Misc.

- The threat of law suits and overdocumentation is driving away many teachers.
- Thank you for printing such a thought-provoking article. I even showed a few general education teachers who were almost as upset as we were. ■

For more comments, see the CEC Web site: www.cec.sped.org.

Special Education Today, *from page 1*

the special education teacher, as well as frustration with job demands and responsibilities.

High Demand

As evidenced at the 1998 CEC convention, special education teachers continue to be in high demand—so much so that recruiters lured qualified applicants with visions of living on the beach or in exciting locales offering skiing or other recreational activities. Recent statistics show that approximately 4,000 special education teaching positions are vacant, with New York, California, Ohio, Illinois, and Florida showing the highest demand for special education teachers.

While teaching is not the highest paid profession, salaries have improved in recent years. The average salary for a special education teacher is $33,916, ranging from $21,975 in South Dakota to $46,819 in Connecticut.

The Role of the Special Education Teacher

The changing role of the special education teacher is cause for both celebration and dismay. Today, special education teachers, particularly in the high-incidence disabilities, are more likely to spend time facilitating a student's educational program than providing instruction. They may find themselves in a consultant role or acting as quasi-administrators as they oversee students' educational programs. Their responsibilities can include developing a student's educational program, providing direct instruction, collaborating with general educators to develop accommodations and modifications for curriculum, coaching general educators, advocating for students, and preparing paperwork.

The reform movement and IDEA 1997 is also influencing the special educator's role. With the emphasis on standards and accountability, special education teachers may need to focus more on teaching content than learning strategies.

Such expanded responsibilities give special education teachers new opportunities to impact a student's educational success. For example, in collaborative situations, special education teachers can ensure students learn to generalize the skills and strategies they have been taught, according to Don Deshler, president of the Division for Learning Disabilities and a professor at the University of Kansas. Also, collaboration gives special and general educators the opportunity to complement the knowledge and skills of each other.

"The role change is very exciting," said Terri Chasteen, CEC's 1998 Clarissa Hug Teacher of the Year. "It adds another layer of challenge to what we do."

Another advantage of the special education teacher's changing role is that she or he no longer has sole responsibility for students with exceptionalities, says Pat Guthrie, special education administrator from Bowling Green, KY. Now the school has to take ownership of students with disabilities.

But the special education teacher's new role has also created frustration. One of the highest sources of concern is that, with the additional responsibilities, special education teachers have only limited time to spend with their students. Some, like Deshler, fear that teachers can no longer give their students the intensive, targeted instruction they need to become better learners.

Also, in some situations, rather than learning specialists, special education teachers may become more of a "paraprofessional," in which they teach content rather than skills and strategies, Deshler said. When this happens, the students lose because they don't learn the skills to become independent learners; the teachers lose because they are undermined and lose confidence when their expertise is ignored.

Special education teachers may also be called on to serve students with disabilities beyond their area of specialization. More schools expect special education teachers to be cross-categorical specialists who have a broad base of knowledge about a number of disabilities. Thus, special education teachers may be asked to provide instruction or guidance for students with learning disabilities, mild mental retardation, and/or emotional disorders. If the teacher does not have the background to work with these different types of students or no in-depth professional development has been provided, he or she may feel frustrated as well as ineffective.

The Opportunities

With the uncertainty of these challenging times, they also offer opportunities for success and professional growth. Teachers have more validated instructional procedures and resources than ever before, says Deshler. Technology, too, opens doors to educational success that was unimagined even a few years ago.

New Career Paths

While some fear that downsizing may threaten new positions for special education teachers, others believe special education's new directions will open career paths. For example, the job of transition coordinator has evolved with with the changes in special education. Other possible job openings include

- Technology Specialist.
- Mediator.
- Behavior Specialist.
- Case Manager.
- Process Coordinator.
- Educational Interpreter.
- Job Analyst. ■

For more information on these positions, see the CEC Web site: www.cec.sped.org

Classified Ads

Horizons Unlimited seeking special education teachers K-12 for public schools in USA. A free placement service. Contact us for your registration packet. Phone 800/550-6162. Internet: steve@horizons-unlimited.com. World Wide Web: www.horizons-unlimited.com.

Transition Video Package—Self-Determination/Self-Advocacy/Transition Video Package—"Transitioning from High School to Postsecondary Learning". Package includes discussion guide, self-advocacy handbook, reproducible student workbook. Review to Purchase Option Available for schools, non-profit organizations, and other institutions. Visit our Web site for more information: www.eclg.com or call the Eaton Coull Learning Group, Ltd., at 604/734-5588.

CALENDAR OF CEC *events*

june

June 15-16, 1998
Georgia CEC Federation Summer Conference. Epworth-by-the-Sea, St. Simon Island, GA Contact: Sara Snyder, e-mail: Sara_Snyder@doe.k12.ga.us

july

July 14-15,1998
CCBD Intensive Training Institute, "Dealing with the Everyday Frustrations of Discipline in Relation to the New IDEA." Radisson Normandie Hotel, San Juan, Puerto Rico. Contact: Lyndal Bullock, 940/565-3583, e-mail: bullock@tac.coe.unt.edu

July 17-18, 1998
CEC Leadership Institute for Federation/Division/Association Officers. Washington, DC, ANA Hotel, 202/429-2400. Contact for registration: CEC, 888/232-7733.

July 19-20, 1998
CEC CAN Representatives Meeting Washington, DC, ANA Hotel, 202/429-2400. Contact for registration: CEC, 888/232-7733

october

October 15-16, 1998
DCDT Midwest Conference, "Transition: Piecing It All Together!" Sponsored by Kansas DCDT Subdivision. Holiday Inn-Crowne Plaza, Kansas City, KS. Contact: Yvonne Unruh, 785/286-8300; Beverly Silvers, 913/583-8365; Randi Swenson, 913/681-4174.

October 15-17, 1998
Florida CEC Federation Conference. Adam's Mark Hotel at the Florida Mall, Orlando, FL. Contact: Wynne Tye, 14520 Middlefield Lane, Odessa, FL 33556

October 21-24, 1998
California CEC Federation Conference, "The Next Generation." Cathedral Hill Hotel, San Francisco, CA. Contact: 916/443-3855.

October 29-30, 1998
Kansas CEC Federation Conference Manhattan Holidome, Manhattan, KS. Contact: Sue Anne Kline, 8930 Foster Lane, Overland Park, KS 66212.

november

November 5&6, 1998
CEC/DDEL Symposium, "Beyond the Rhetoric: Celebrating Successes and Confronting Challenges." Hyatt Regency on Capitol Hill, Washington, DC. Contact: CEC, 888/232-7733

November 11-14, 1998
21st Annual TED Conference, "Bridging to the 21st Century: Implications for Personnel Preparation and Service Delivery." Harvey Hotel, Dallas (Irving), TX. Contact: Kathlene Shank, 217/581-5315, e-mail: cfkss@eiu.edu

November 12-14, 1998
Ohio CEC Federation Conference, "Pathways to the Next Millennium!!" Marriott North Hotel, Columbus, OH. Contact: Sharon Geier, 1998 OFCEC Convention Program Chair, 1234 Napa Ridge, Centerville, OH 45458

November 13, 1998
Massachusetts CEC Conference, "Learning and Students with Behavior Disorders." Newton Marriott Hotel. Contact: Stephen Gannon, 978/462-4635.

THE COUNCIL FOR EXCEPTIONAL CHILDREN
1920 Association Drive
Reston, VA 20191-1589

NONPROFIT
ORGANIZATION
U.S. POSTAGE
PAID
RICHMOND, VA
PERMIT NO. 930